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ABSTRACT

A guide for improvement of the developmental reading program, this publication was prepared by the State Reading Committee of the Oklahoma Curriculum Improvement Commission. The scope is kindergarten through grade 12. The first chapter deals with the philosophy, objectives, and characteristics of a developmental reading program. The concept of readiness and suggested readiness activities are discussed in chapter two. Chapter three details the components of the developmental reading program under three broad headings: (1) basic skills in reading, (2) reading in the content areas, and (3) interests and tastes. The concluding chapter lists 52 annotations of reading readiness, diagnostic, and reading aptitude tests. (WB)

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Reading in the Language Arts K-12

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Prepared by
the State Reading Committee
of the
Oklahoma Curriculum Improvement
Commission

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THE OKLAHOMA STATE DEPARTMENT OF EDUCATION
D. D. Creech, Superintendent
1969

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Reading in the Language Arts K-12

Prepared by the State Reading Committee
of
The Oklahoma Curriculum Improvement Commission
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The Oklahoma State Department of Education
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1969

FOREWORD

The improvement of reading for all the people at all levels of education is a major concern of the Oklahoma State Department of Education.

This publication suggests methods of instruction and reading skills to be improved in a developmental program.

It is anticipated that this guide will help to continue to build more effective programs that provide an opportunity for all children to reach their highest potential and that all children will grow into the best possible readers.

The work in this publication *Reading in the Language Arts,* represents suggestions and ideas for teachers of the kindergarten through the twelfth grade in the Oklahoma Public Schools. The material is offered to all teachers for their consideration. It is not presented as a specific program, but suggests many ideas, which may be developed through the teacher's own initiative to serve the purposes of his own program and classroom situation. We hope that improved reading programs will result as a use of this material.

Special commendation should be given to members of the State Reading Committee, of the Oklahoma Curriculum Improvement Commission, who contributed of their time, research, and experience in the development of this reading guide.

D. D. Creech
State Department

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Appreciation is extended to all who had a part in the development of this first reading guide for Oklahoma. Certainly this project could not have been completed without the help and encouragement of numerous teachers and administrators, from public schools, colleges and universities over the state who worked behind the scene with the State Reading Committee.

In preparing material previous to the final draft, valuable suggestions and comments were made by those attending the State Reading Workshops, by a few individual school Reading Committees, and many individual teachers.

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Chapter I

PHILOSOPHY

Learning to read involves a complex process which begins early and continues throughout life. Reading is not a single, isolated skill but is one of an array of skills which constitute the language arts. The language arts skills—reading, speaking, listening, and writing—are interrelated; and the level of attainment in each of these skills is determined by the extent of success in related skills.

Many children acquire the background and skills essential to success in learning to read during the preschool years. However, many other children enter school with a meager background and a deficiency of skills. Each child must be considered as an individual who has different needs, interests, and particular patterns of learning.

Knowledge is essential for everyday living in today's society. Reading is our best means of obtaining the knowledge and wisdom which is transmitted from generation to generation. That ability to interpret written symbols from the printed page is perhaps man's greatest achievement of the ages.

An effective instructional program in reading is based upon a recognition of the background and capabilities of each individual. The formal instructional program in reading should begin only after the child has been prepared for the demands of the reading task. A variety of materials and techniques should be used in a flexible manner so as to ensure the maximum degree of success for each pupil. The enthusiasm of the teacher of reading will be transmitted to the pupils, just as a lack of enthusiasm will be reflected in the negative attitudes towards the reading act on the part of the pupils.

We believe that the following objectives are compatible with this philosophy.

OBJECTIVES

The basic aim of a developmental program in reading is to provide a flexible program of instruction that makes it possible for each individual to become as competent a reader as his capabilities and the instructional time will allow.

Teachers at all levels must focus their attention on the specific goals important at every level of instruction. To be effective, any reading program must include the following:

1. **promotion of independence of the student in the reading act;**
2. **development of word recognition skills;**
3. **development of reading comprehension;**
4. **development of basic study skills;**
5. **development of readiness in every phase of the reading process;**
6. **development of ability to adjust to the reading demands of each discipline of human experience;**
7. **development of adequate performance in the communicative art of oral reading;**
8. **development of an understanding of the value of reading in the context of mass media;**
9. **development of good reading habits, attitudes, interests, and tastes in reading;**
10. **development of the ability to make inferences and judgments.**

"Reading is to the mind what exercise is to the body"
Joseph Addison

CHARACTERISTICS OF A DEVELOPMENTAL READING PROGRAM

The characteristics of the developmental reading program include the continuous growth processes. The reading program should develop at each level, with instruction in the following areas:

1. **word recognition skills**
2. **vocabulary growth**
3. **comprehension**
4. **study skills**
5. **oral and silent reading**
6. **rate flexibility**
7. **evaluative and critical skills**
8. **reading in the content areas**
9. **expanding interests and tastes**
10. **diagnostic instruments**

Although the misconception exists sometimes that reading instruction ends at the elementary level, there is a place and a time at each level to continue the teaching of the reading skills and to further develop reading habits even of excellent readers.

At the secondary level, reading improvement is the result of instruction specifically directed towards the needs of high school students.

A foundation for the reading skills should be made in the primary classes. After readiness has been established the emphasis should be to further apply, refine and extend these skills into the intermediate grades. In the junior high, reading instruction changes, but should not be neglected. Continuous review is always necessary. The teaching of reading changes and continues, either with review, guidance, or shifting of emphasis upon the basic skills according to the student needs.

1. Word Recognition Skills

To meet the more difficult word recognition techniques that are needed by the student as he progresses, new materials become more numerous. The vocabulary in textbooks increases; therefore, the need for continuous word recognition techniques increases.

2. Vocabulary Growth

Reading is a creative process and children move into it in different ways. The assimilation of word meaning is complex. Therefore, a reading vocabulary is acquired by the child according to his individual experience and capacities. He may use various clues, some of which the teacher is not even aware. An automatic recognition of words is essential to the mastery of reading skills and must be developed systematically. This instant-recognition vocabulary increases with practice in its use and through experience with the structure of language.

In the secondary as well as in the elementary schools, vocabulary instruction is the responsibility of every teacher. The skillful teacher at the high school level demands attention to the meaning and pronunciation of words relative to different subject areas. The pupil's vocabulary is acquired gradually throughout his school life. As the child matures and progresses from elementary grades through high school, his thought processes require and provide more specialized understanding and usage of words.

3. Comprehension

There are many different skills involved in the growth of comprehension. Comprehension depends on such factors as the purpose of the reader, his familiarity with the material, his general mental ability, his experiential background, and the readability and legibility of the printed page. Comprehension becomes more refined from mere understanding to critical reading.

4. Study Skills

Through the use of many reading materials, good methods of instruction, and flexible procedures at each class level, the individual will be more able to learn to read. The approaches will vary as there are children of various abilities to teach. The child's present level of skills, backgrounds, interests, and abilities must be considered as skills are reinforced.

When reading skills are interwoven with the entire school curriculum, academic success is more apt to be obtained. It is a continuous challenge for the administrator, teacher and child to provide and be provided all the characteristics of a good developmental reading program.

5. Oral and Silent Reading

Oral and silent reading each have a place in a good reading program.

As an aid in diagnosis, oral reading reveals many clues to a child's difficulties in reading.

Oral reading may have vocational or avocational value. Radio and T.V. broadcasting requires effective oral reading.

The opportunity should be given to read material silently first. This provides a timid child a chance to prepare any material and gives him a feeling of security in oral reading.

6. Rate Flexibility

Attention should be given periodically to the reading rate of pupils. Good readers are flexible, able to adjust their rate to the material and to the purpose for reading the material. Comprehension should not be neglected when keeping a record of increasing rate of speed.

There are such great amounts of material a person must read during the high school days that an increase in rate of reading is needed. Junior high school is none too early to develop this skill. Today during this time of the many reading machines, speed is being developed much earlier than before.

7. Critical Evaluation

Experience in reading critically may be taught as low as the first grade although the techniques are not emphasized until the intermediate grades.

The application of critical reading skills is necessary in connection with the content areas, the newspapers, the magazines, in arriving at personal conclusions.

The end results of the development of critical, or evaluative reading is to develop an inquiring mind, an ability to support expressions, seek deeper meanings, decide upon fact and opinion, reasoning and questioning.

In critical reading, the reader is evaluating the content, accepting or rejecting facts and ideas, comparing and contrasting statements or concepts. He is encouraged to think further or use his imagination concerning the content.

8. Reading in the Content Areas

Students need instruction in the effective use of a wide variety of reading skills in order to understand the content of the various subject areas.

Some of the skills initially taught by a reading or language arts teacher must now be applied, extended and developed in the subject area situations.

These skills unique to these subject areas must be learned within the framework of each and then reinforced and refined as students advance from grade to grade.

Each individual teacher must be ready to teach the needed reading skills on the basis of the ability level and needs of each student.

9. Expanding Interest and Tastes

A love of reading developed in the early grades may last throughout a person's lifetime. Reading adds to a person's store of ideas, broadens his horizons, helps him to understand himself and others better, and thus enriches his life.

Reading *interests* express themselves in determining the content or area within which a person is going to read most frequently. Reading *tastes* refers to the quality of the material a person reads within his chosen interests.

There is a need for a well-planned program for developing interest and tastes in reading by the community, the parent, the school administrator, the classroom and subject area teacher, and the librarian. The team approach is ideal with the librarian serving as an important member of the teaching staff.

10. Diagnostic Instruments

The evaluation of students' progress in reading is a continuous process. It is desirable to measure the effects of reading instruction formally with standardized tests at the beginning and end of each school year. We must be certain that the test results are interpreted in terms of the ability, equipment, and opportunity for each child.

Teachers should evaluate each child informally each time he reads by answering such questions as:

1. Is he able to successfully use basic skills?

2. Is he able to pronounce new words?
3. Is he growing in ability to answer questions on the content?
4. Is he reading with greater fluency?

Broader and deeper purposes as well as the mechanics of reading are important. Teachers are becoming aware of the evaluation of such areas as these:

Is this child increasing his ability to evaluate his own growth in reading?

Is reading giving a satisfying experience to develop a sense of personal dignity, worth, and achievement?

Is he extending and refining the reading skills that he will need in realizing his goals in school, in his life's work, and in his recreational pursuits?

CHAPTER II

READINESS

Reading readiness is not just getting a child ready to read, but it is a matter of maturation in all areas of his development. Readiness is something that can be encouraged or discouraged within the limits of the child's maturation.

Readiness is the springboard, or bridge to reading. Place the materials for building a bridge in front of the child and he will use it to construct the bridge to reading, but we know bridges are never built alone: All work needs an overseer, or supervisor. Therefore, a child's interest in a lifetime of reading will need supervision. This is the teacher's responsibility. The teacher must realize it is very important to develop a positive attitude toward reading and that the child's rate of learning must be his own.

The concept of readiness is very broad. Readiness means not only that the child be ready to read, but that the instructional material be devised for readiness purposes. Interest is also a factor of readiness. If the teacher is excited about reading, the pupil will be. As she views her results in a child's readiness, she should remind herself that these are dividends of her labors.

As is true in all learning situations, a period of readiness must precede instruction in reading. The time given to developing readiness is not a waste of time.

It has been the practice of first grade teachers to follow a rigid schedule of a given number of weeks of readiness activities for all children including the administration of reading readiness tests. Some teachers become too eager to start reading instruction and expose the slower group too early to activities that are monotonous repetition and often meaningless practice.

Before the child is ready for the initial state of translating symbols into words and meaning, he must possess a certain combination of physical, social and psychological characteristics which make him capable of achieving success in beginning reading. Also important for reading readiness at the early age and all succeeding levels of learning is the ability to speak clearly, use language with ease, have good motor control and visual and auditory discrimination. Most teachers can do little about inherited factors, but they can stimulate the development of acquired attitudes, which constitute a large part of readiness. It would be logical to say, a child is ready to read when he has reached a satisfactory balance of: (1) physical (2) emotional (3) mental and (4) social maturity.

Very early in life, children become aware that reading is a part of the world about them. It is of value in their lives and they need to develop skills and abilities in order to achieve a purpose for reading. To make the transition from readiness to developmental reading the child should be prepared adequately in these areas:

1. physical growth
2. emotional stability
3. mental maturity
4. visual and auditory discrimination
5. specific development

Physical Growth—The way a child grows into readiness for any learning situation depends on his physical condition and how he has developed in earlier years. Physical maturity involves general body stamina and fitness. The general status of the child's physical well-being is a significant factor in influencing success in readiness to read. Every physically mature child does not learn to read easily. Low general health status may interfere and influence a child's efficiency in developing abilities needed. Physical maturity varies with individuals as do emotional, social and intellectual maturity.

Any physical condition that deprives the child of well-being, leaving him insecure and with an unhappy feeling, may thwart his ability to read. He will have little energy for learning, and will lack persistence or ability to concentrate.

The child must learn to be self-reliant. He should not be overdependent on his teacher or mother for his physical needs. Before entering the first grade a child usually is able to bathe, dress or undress himself, tie his own shoes, prepare himself for school, and work and play for reasonable periods without tiring. Readiness activities usually require:

1. precise motor control for accurate eye fixations in reading or working
2. accurate eye-hand coordination for activities of tracing with finger, pencil, or crayon
3. general motor control for holding books and turning pages properly
4. proficiency in the use of scissors, crayons, and pencils

There are many other complex muscular coordinations which an immature child will need. In this case the child will need more readiness activities to avoid difficulty in reading.

Focusing the eye is vital to reading readiness, since the child later in formal reading must have the ability to focus his eyes on words, follow a line of print, and make a return sweep to the beginning of each line. These necessary eye movements require ability to control very small muscles. Research has proven that the control of these delicate muscles develops much later than the control of the large muscles. One who has not mastered the coordination of his large muscles before entering the primary grades can scarcely be expected to make use of these smaller muscles.

Physical readiness must also be considered at each higher level of reading as well as the readiness level. Physical deficiency, if not corrected, hazards each succeeding stage of reading.

Emotional Stability—Learning to read is a major challenge involving many new experiences. The child must be willing and able to adjust to new situations which demand concentration, self-discipline, and participation within groups.

The teacher should set the classroom stage with a happy "spirit-lifting" atmosphere which will develop wholesome attitudes. Every child should be made to feel he is important and needed. Each day must be his success, not the teacher's.

If the child is emotionally stable, his behavior pattern will be consistent, and he will show satisfactory relationships with others. He will be happy and well-adjusted in the classroom and have few worries. His behavior will be generally predictable and he will try to be independent enough to assume responsibility. He will use self-discipline and will do those things which need to be done. He will grow from one level of learning to the next with well-adjusted growth and little or no frustration.

If the child is not emotionally stable, he will show dependence upon others and will be unwilling to show responsibility for any activity in which he is involved. Interaction within a group will be poor, as will his respect for rights and property of others. He will cry easily and his behavior will be unpredictable; he will resort to various types of defensive behaviorism with little respect for authority. Growth in reading readiness will be lacking due to frustration, inattention, confusion, lack of response to motivation, and unwillingness to put forth effort to learn skills for readiness to read. His self-concept, if any, will be completely destroyed.

Those children with feelings of inadequacy may need more individual instruction, while those who are more optimistic may be encouraged to work independently. This applies to children of all grade levels. It is the teacher's responsibility to meet adequately through her program the needs of the individual child. She should see that all children are provided with materials in which they have an interest and in which they can work effectively and comfortably. Success in readiness activities leads to a feeling of security and self approval, which is an important goal the child must attain as he builds a desire to read. Praise and commendation should be given whenever it is justly deserved. Such praise will give the child confidence in himself, while practicing certain understandings and skills.

Varying life situations create differences in personalities and determines the way the child should learn.

Each child must feel effective and valued within a group if normal emotional stability is maintained; he must feel needed and wanted; he must feel that he belongs. Guidance involves affection. There should be a feeling of success in play, social activity, and work at his own level.

Mental Maturation—Mental maturity is one of the psychological factors which affects readiness in reading. It can be defined as the level at which a child can interpret what he sees, hears, and experiences. Mental readiness varies as he advances from level to level for there will be variations in the materials, type of teaching, background of the pre-school activities, and individual differences within the group. Children learn skills, develop abilities, and adjust to readiness according to their maturity. Therefore, the wise teacher will attempt to arouse interest by providing informal and incidental contact with reading symbols and training in processes necessary to clear thinking.

During early readiness stage the very young develops an interest in and a readiness for books. He learns to interpret pictures, to listen and enjoy story content. From there he progresses through various techniques of word study, vocabulary building, and with clear thinking ability he can, through sentence content, grasp the unknown word. Ability to understand sentence meaning is, for the child, a way of checking to correct words obtained through different word attack skills. During this period, if he has developed in mental maturation, he will have acquired through experience and conversation the ability to be inquisitive, to follow story sequence, to do critical thinking, infer, anticipate, imagine, reason, predict an outcome, and be in identification with characters. Through this ability of inquisitiveness will emerge development of the various readiness skills to be used in attacking words for vocabulary building. Mental maturation also brings about the ability to be independent in reading, and security in organizing useful information which the student will need as he advances to a higher level in reading.

As advancement is made through higher grade levels of learning, the overlapping and expanding of readiness skills are involved in the following:

1. reading for personal pleasure and satisfaction
2. use of dictionary, encyclopedia, and other sources of information
3. reading critically and for different purposes
4. learning how to select the main ideas and evaluate importance of facts
5. reading an entire chapter with little effort and a high degree of efficiency without losing contact with the author's idea or purpose

If a child is deficient in these readiness skills, he should never be pushed into reading, but should be given an extended readiness program which will help him to develop them to the fullest extent, before approaching another level of reading.

Primary, elementary, junior high or senior high students are always in some phase of reading readiness. It is therefore necessary that they develop the ability to use interpretative processes which involve visual sensation and mental content. They must also acquire the ability to use power of thinking and make critical application of their experiences and past knowledge. If mature enough, students will be able to reflect upon and carefully think about facts, and relate experiences, the new with the past, which will then become something meaningful to them.

The teacher should provide activities which will use as many different elements of critical thinking as will be practical for the grade level. The child's mental faculties as they mature will help him to grasp abstract ideas, to discern relationships and to make generalizations involved, as to gather meaning from the printed page.

Primary children, while in the readiness period, usually develop mental maturity through the following steps:

1. Passive—observe and recognize but does not always react
2. Simple—with little concentration and little recall
3. Attentive—longer attention span, increased comprehension and recall
4. Analytical—make use of attention along with mental participation as he examines, evaluates, and responds by drawing on his own experiences to help interpret
5. Creative—build on what he has learned and react through independent ability
6. Appreciative — sheer pleasure from knowledge gained through the use of acquired mental abilities

If the child has been given the native capacity, then the ability to think can be developed as well as any of the other abilities needed for readiness to read.

***Visual Discrimination*—In the approach to reading it is important to consider or determine the condition of the eyes. Vision is one factor which affects a child's readiness to read at any new level of reading. This is as important as the chronological or even the mental age. There is a definite relationship between readiness to read and the development of the eyes. Between the ages of six and ten most children's eyes attain the maturity which permits reading without eyestrain. Many times it is discovered that farsightedness in first grade children is a greater problem than nearsightedness.**

Reading demands that visual stimuli be received for interpretation. Defects may hinder the ability to distinguish:

1. **pattern of letters**
2. **colors**
3. **picture shapes**
4. **size**
5. **external and internal details**
6. **words**
7. **following lines or words from left to right**

In the primary grades when the child is developing skills of discrimination he may confuse individual letter forms. A child may show by his behavior that he has visual difficulties. Some signs are:

1. **the manner in which the book is held**
2. **the frequent loss of place**
3. **watering of the eyes**
4. **report of blurring letters**
5. **holding hand over eyes or rubbing the eyes**
6. **frowning, scowling and excessive blinking**

The diagnosis aand correction of vision should be left to the eye specialists.

Considerable attention should be given to developing perceptual skills and abilities through meaningful situations before reading is introduced to the child. The time element in advance of the initial instructional period of reading is pointed mainly to development of comprehension; the emphasis is not placed altogether on visual discrimination. With normal intelligence and good vision, the skills and abilities which he will need to make visual discrimination can be developed.

In the early readiness program the eyes will make short, jerky movements as words, phrases, or lines of type are read. Left to right progression is highly important at the initial period in reading development. Looking at pictures from the left to the right will guide the child in finding out what comes next in a picture sequence story. Other opportunities for directing the attention to the left-to-right sequence can be in recognizing his own name, and in the sweeping of the hand or pointer under a phrase or sentence on the experience chart.

Visual exercises require progressively closer discrimination, moving from discrimination of similar words (the visual discrimination exercise most closely related to actual reading).

Example:

bad	dod	bab	bad

A visual discrimination exercise teaches: top to bottom of page, left to right progression, following directions; vocabulary (mark one(s) which is(are) larger, smaller, alike, different, draw lines; over, under, circle around, or put X on).

Some suggested activities for developing visual discriminations are:

1. experience chart stories
2. bulletin-board displays
3. individual or group project
4. booklets
5. labeling of articles within the classroom
6. picture book
7. games in which left-to-right progression is required
8. matching activities and puzzles to develop observational habits
9. T.V. educational programs

These activities should meet the various maturity levels of the group. Readiness workbooks do not always contain enough material for those individuals who need extra guidance.

As the child grows in visual discrimination skills, he will develop abilities in:

1. distinguishing the total configuration of words
2. examining words, phrases, and sentences in left-to right progression
3. recognizing the meaning of or difference between a word, a phrase, and a sentence
4. making accurate return sweep from one end of the line to the beginning of the next

5. proceeding from the top of the page to the bottom of the page
6. realizing that words are made of letters of the alphabet arranged in various sequences

Visual discrimination is a continuous thing from reading readiness in the first grade to high school when the child has reached a level where there is no systematic instruction in reading. This higher level will require the use of skills in visual analysis, syllabication, dictionary usage, and reading in thought units.

In all levels, visual discrimination skills should be instilled inductively with increasing application of all newly acquired skills as more productive ones are taught. This will aid in reading with comprehension. The ability to sweep phrases and sentences smoothly from left-to-right will help students from the primary level to senior high, and will increase their comprehension.

Auditory Discrimination—A child is not aware of auditory defects; therefore, the teacher should be an alert and informed observer since auditory discrimination is a vital factor in readiness for reading at any level.

Symptoms of auditory defects which are noticed by the teacher in the classroom are:

1. the child's apparent inattention
2. ignoring of directions when clearly given by the teacher
3. favoring of the better ear by turning the head to one side or listening with tense facial expression
4. frequent ear aches
5. frowning
6. past history of adenoids and enlarged tonsils
7. speech difficulties
8. speaking too loud

All of these symptoms should indicate to the teacher a possibility of hearing loss.

Auditory readiness is the ability to distinguish sounds. Habits should be formed in seeing and hearing the entire word, for words with the same initial and final sound do not mean that the words are the same. Ability to hear and enjoy rhyming sounds should also be instilled into the child's readiness skills. Through auditory readiness, good habits may be formed of not omitting endings, non-stressed syllables, and sibilant sounds. Neither will there be confusion of vowel or consonant sounds.

From the first experience with reading readiness on through the senior high school, auditory discrimination affects readiness for learning situations. The ability to hear the sounds and interpret their meaning will enable him to express these concepts into oral and written language.

Listening skills are very important to reading. Of all the sensory images, sight and sound probably contribute most to re-creating an experience from words heard or read. Ability for accurate listening is essential in establishing direct association of sound, meaning, and word form of which recognition depends. The ability to identify sounds heard in words and to be able to discriminate between sounds is the foundation of success in phonetic analysis, which is one of the many ways of unlocking new words.

Different activities provided in auditory discrimination might call attention to loudness or softness of sounds, their pitch, duration, and distinguishing equality. Learning to distinguish between sounds is most important to interpretation ability in the readiness period as it will be of value during this period as well as later, when a student reads to "'hear" with his eyes. He will recall sounds as he reads.

A program consisting of a well prepared variety of activities where the eyes and ears work together may be used to help the child think precisely about the sounds he hears. Oral language is also used to instill the habit of clear enunciation so he will be in a better position to hear different elements in words when he approaches building skills in readiness for word analysis.

A person is not born with the skills in listening for pleasure; he has to learn it. He should have activities of listening to sounds made by various rhythm instruments such as; sound blocks, bells and triangles. (This beginning with easier sounds (bells) and moving to the complex sounds (words) will develop the ability of listening and hearing sounds.)

Reading many stories and poems, will furnish the opportunity to develop the habit of listening and following story sequence. Any experience that the teacher provides using auditory discrimination will be helpful in getting the child to read.

Specific Development—In the beginning readiness period there is an attempt to use the previous experiences of the child in interpreting the new experiences. These previous experiences, or lack of them, are extremely important. Some of the experiences which can be used during the readiness period and continued through the years are as follows:

1. Provide background of direct experiences which increases language meanings and builds vocabulary:
   a. Trips to various parts of the school. Introduce the participating children to each class and teacher, the administrative staff, and custodian.
   b. Trips around the community. Collect leaves, rocks, and observe interesting things. Trips to the zoo, farm, library, greenhouse and similar places. The teacher can talk to the children and give the correct names for things observed, provide useful facts and ideas about things seen on the trips.
2. Music Activities: Well selected songs, nursery rhymes, singing games, rhythm activities, and records.
3. Listening Activities: poems, stories, jingles, records, tape recordings, listening games (Listening carefully is an important part of getting ready to read. These suggestions will help a child learn to identify, compare different sounds and learn to follow simple directions.)
4. Oral Language Activities: Tell stories, re-tell stories, discuss trips, dramatize stories, poetry time, role-playing, have puppet and shadow plays, encourage participation in choral reading and nursery rhymes, talk about pictures, read to find answers to improve questions, picture books (The oral language activities will greatly help the timid child; build fellowship, self discipline, help the teacher to identify a group, and help solve problems and help build skills.)
5. Observe special holidays and birthdays of famous people
6. Art: Fingerpainting, clay molding, illustrating stories, cutting and pasting, making of murals. (These things may help stimulate an environment in which to learn, provide freedom to move about and give a child a feeling that he belongs.)
7. Make booklets about: Numbers, colors, pets, foods, families, homes, and community helpers.
8. Science corner: Plants, insects, aquariums, shell and rock collections, seed and leaf collections.
9. Associating meaning with word symbols through use of labels: Children's names, colors, names of objects in the room, pictures.
10. Charts and Individual Projects: Experience stories, indi-

vidual scrapbooks, miniature farms, cities with original stories or labels.

(Children recognize their own words faster than they recognize those of someone else. Thus pupil dictation is a classroom practice which makes word recognition far easier than drilling on words which are not the child's own. The more vital and exciting the experience that is dictated, the more guarantee there is the pupil will remember and want to read back such material. The pupils will learn and recognize a few words from each chart at first.)

11. Reading Readiness Books
    Readiness books are excellent in fostering positive attitudes and discovering that reading is enjoyable. They also give the child practice in:
    a. handling books properly
    b. finding and keeping the place
    c. looking from left to right across the page
    d. following directions
    e. studying pictures and expressing ideas
    f. working in a group
    g. increasing word meaning and enlarging vocabulary
    h. developing competence in interpretation (Reading pictures will be meaningful from the very first.)
    i. refining visual and auditory discrimination
12. Visual Aids: Pictures, films, filmstrips, dictionaries, glossaries, encyclopedias, movies, and slides.
    Visual aids will furnish experience and at the same time enrich the child's vocabulary. As he advances into higher grade levels there are many visual and audio aids as well as other materials which may be used in order to introduce new concepts which are developed during these levels.

Readiness is also concerned with the introduction of new study techniques. Teaching the children use of techniques helps them to progress in independent work. Instruction in the use of context, structural analysis, and combination of these as the situation demands should be an important part of the readiness program on any level.

Continuous appraisal of readiness should be made by the teacher during the pre-reading stage. The teacher's judgment is probably the most reliable source for deciding when the child is ready for formal reading instruction, yet she should establish an effective diagnostic testing program in order for her to plan meaningful specific instruction for each child wherever his reading level may occur.

Again it should be stressed that reading readiness is as important in the intermediate and senior high levels as it is in the primary level. It may be considered more important than in earlier years because children differ more widely than in the first grade, and because the reading task becomes increasingly complex as the child matures into new levels. The middle-grade reading program puts emphasis on more advanced reading skills that function in the various subject areas. As a result, these years may become critical times and cause the child to develop severe reading problems or personality problems, or both. On the other hand, it is a challenge to those who are well adjusted and eager for more reading on their own.

When the student reaches the higher levels in reading, the skills already have been placed in his hands, and he used them, yet there should always be readiness to strengthen these skills to make them serve a variety of purposes and to alert the student to a need for flexibility and self-improvement as they find need for them in advanced or more complex reading materials.

There is also a need for continuous readiness in developing study skills in how to read and organize for reports. Vocabulary presents problems, for each subject area adds new words, many of which are completely unfamiliar, some being outside their realm of experience. The student needs the ability to pursue meanings until clear enough to integrate them into his own experiences and understanding.

Dictionary use may start from early primary picture dictionaries in the classroom libraries. In later advanced reading levels, use of dictionary, encyclopedia, and other resource materials require readiness skills under systematic teaching. These types of readiness skills are not developed alone.

Conclusion—Any approach which will lead the child into the reading act and then broaden his imagination and stimulate him to stretch his mind should be utilized. Activities in the readiness period will help the child acquire skills and abilities prerequisite to formal reading. These activities need to be brief, repetitive, and of high interest value in order to catch and hold attention. All skills and concepts during the readiness should be taught inductively with the child applying increasingly all new skills as he is taught more productive ones.

Once the child decides to read he does not retreat from the decision if it has been a happy learning situation for him. Guiding the child into a built-in feeling that he can read will help develop individual personality and at the same time help to form certain understandings and skills.

There is probably no one single text or index of readiness but the following information can be especially useful to the teacher during the readiness for reading period.

1. school records of health, age, and other factors
2. a summary of child's pre-school experiences
3. results of a test of general ability
4. results of a reading readiness test
5. study of child based on check list of reading readiness
6. reports of conferences with parents
7. use of cumulative records

CHAPTER III

DEVELOPMENTAL READING PROGRAM

Introduction

A good developmental reading program is continuous and provides for each individual to be taken at his present instructional level, then meet his needs with a program that encourages him to improve or advance in reading skills, concepts and interests.

The aim of a developmental reading program is to help each child achieve his maximum potential. It is of great importance that the growth characteristics, and the basic needs of children and their implications be considered. This process calls for many books: on the various reading levels, in the classroom, in the library, in all subject areas and on many interest levels, to meet the individual needs of all children.

The entire faculty is involved in reaching the slow, the average, and the gifted reader in constantly developing their reading skills so that they may apply them in the content areas, in free reading, in critical and reference reading.

PART I

BASIC SKILLS IN READING

A. Word Recognition Skills

The reading process is a complex process. Numerous interrelated skills are essential for effectiveness in reading. The mastery of certain isolated skills in the reading process does not assure effectiveness in reading, however, without mastering each of these groups of skills one would never become a mature and fluent reader.

To establish independence in word recognition and strengthen this independence, several skills may be used: (1) sight vocabulary (2) picture clues (3) context clues (4) structural analysis (5) phonetic analysis (6) and dictionary skills. These skills are each a separate skill but sometimes it is necessary to use each or several of these skills to identify, to associate, and to read the printed word with understanding.

The students should be taught each of these word recognition techniques in that there is no single word recognition skill which will provide a means for identifying every new word encountered. Also, certain word recognition skills provide a more rapid means than others for identifying new words and therefore they should be utilized when they serve the reader. However, when a particular skill does not aid the reader, apply a slower but more effective technique for identifying the word.

Sight vocabulary—During the development of the sight vocabulary, a child sees the whole word. These are words that children usually learn from symbols on television, from the reading materials at home, from signs and posters, and by being told by parents and other children.

As sight vocabulary is discussed keep in mind the acquiring of a sight vocabulary through the following techniques:

(1) the instant re-recognition of old words
(2) the storing of words that have been learned by:
  a. configuration
  b. context, picture and verbal
  c. phonetic analysis
  d. structural analysis
  e. dictionary

Automatic recognition of words is vital to the reading process because there are approximately 13% of words which are recognized by no other techniques and therefore must be learned as sight words.

To continually guide the growth of sight vocabulary for both the incidental and formal learning, new words can be presented by some of the methods mentioned here through both the printed word symbol and the spoken word symbol.

a. labeling pictures and objects
b. making picture dictionaries
c. playing games
d. locating words: by underlining, pointing, drawing a ring around or making a box around
e. experience chart stories
f. word lists
g. laboratory experiences
h. field trips
i. demonstrations
j. audio-visual presentations
k. locating specific answers to questions

The "approach", the "when" and "how fast" depends upon the student.

Picture Clues—The interpretation of pictures which parallel the stories provides an aid to the reader in sensing the central theme of the story, the sequence of events within the story, and many of the details related to the story. The pictures may also provide a clue to the identification of new words contained in the story. This skill is important to the reader in the early stages of learning to read. As the reader acquires other techniques for identifying words there should be a decrease in emphasis on the use of pictures as clues to word identification. The reasons for this decrease in emphasis are (1) much time is required to use the skill (2) moving from the printed text to the picture and back to the printed text breaks the chain of thought and may affect comprehension of the material. Fortunately, children tend to use the picture clues less as they grow into using verbal context clues. The more difficult reading materials also prohibit the overreliance on this skill in that a greater number of abstractions and fewer words referring to concrete objects are contained in the reading selections.

Context Clues—The use of verbal context clues is one of the most rapid and effective means for identifying words which are not recognized in their printed form. Context clues aid the reader in recognizing the word and determining its pronunciation and specific meaning. Often a reader has to employ other word recognition skills in combination with context clues in that context may only serve to restrict the number of possibilities. This is an important aid though because the reader may not have to analyze the entire word, but only view the beginning letter or letters of the word and thus reduce the time required for recognizing the word. The student who does not demand sense from what he reads and substitutes words which distort the meaning of the sentence is not reading contextually. A student who substitutes words which fit into the meaning of the sentences may be reading contextually but is deficient in applying other word skills. Context clues serve as a final check on the application of other word recognition skills in that when another skill is applied and the results do not make sense to the meaning of the sentence then there was a misapplication of the other skill or it did not serve to identify the unknown word.

Structural Analysis—Structural analysis skills are essential to the reading process. Structural analysis includes four different categories: inflected forms of words, derived form of words, compound words, and syllabication. An inflected form of a word is one to which an ending such as *s, es, est, ed, er,* and *ing* has been added to indicate person, tense, number, possession, comparison, and present and past participles. Derived forms of words are those to which a prefix and/or suffix have been added to the root word. Compounds are those words composed of two or more words which retain their spellings but unite to form a word with a meaning unlike the meaning of the words which form the compound. The syllabication technique is very helpful when attacking long and difficult words found in the specific vocabulary areas of English, mathematics, science and social studies.

Syllabication teaching is an aid to the recognition of base words, the discovery of small words within large words and to the use of phonic elements.

Skills in syllabication and accent placement develop simultaneously as the child increases speech and code breaking techniques. Accent is a matter of speech rhythm, controlled in most cases by principles of language or sentence structure, and requires auditory ability.

Phonetic Analysis—The word is composed of visual symbols that represent sounds. Phonetic analysis is the breaking of this sound code. As a child reads he takes a second step: either the conscious or an automatic blending of the sounds into a meaningful whole which we call a word.

Phonetic analysis skills are essential to independent reading, but they must be taught through a sequence consistent with the principles of learning.

First of all the child must be able to hear and distinguish between phonemes, or units of sound. Auditory acuity must be developed in those children who have never listened with purpose. Using the basic skills of consonant sounds, vowel sounds, blends, diagraphs, diphthongs and syllables are the necessary processes in both analyzing and synthesizing of word patterns.

Since approximately 87 per cent of English words are wholly phonetic and the rest have some phonetic clues, time spent in analyzing practice can be profitable. With a balanced program of code breaking and reading, teachers need never fall into the intolerable fault of askewed spellings. As the child reads, he analyzes and fits the word into context.

Dictionary—Simple dictionary skills begin as the child becomes aware of the order of the letters and the aid this order provides in locating items of information. The picture dictionary is a valuable aid and it builds readiness for use of advanced dictionaries. Dictionary skills in the middle grades include use of guide words, fitting a definition to context, noting pronunciation, checking for syllabication and accent. Teachers at each grade level should adapt dictionary lessons to meet the needs, interests and instructional level of the students.

B. Vocabulary Growth

> "Words and meaning comprise much of the stuff of which life is made. The higher the level of civilization the more important they become. If children are to live richly and to lay hold on their intellectual inheritance they need vast resources in words and meaning to draw upon."[1]

Vocabulary, the knowledge of words and how to use them effectively in listening, speaking, reading, and writing, grows for each individual proportionately to the depth and breadth of this experience and his conscious effort to acquire and use appropriate words to express his thoughts. Growth in language depends upon the individual's background of experience, intellectual ability and the opportunity to use words in communicating his experiences.

Young children are dependent upon personal experience for vocabulary development. When parents and teachers stir curiosity, nurture interest, and encourage activity they are bringing children in contact with things and ideas. Concrete experiences are profitable from pre-school to adulthood because they permit the word to be associated with the real thing or situation. Vicarious experiences also extend vocabularies, especially in the upper elementary grades and beyond.

Teachers from kindergarten through college must accept the responsibility to raise the level of language operations of each student through carefully planned experiences and instruction. The school is responsible for both motivation and a good foundation in vocabulary; however, it is not the only source of development. An individual's vocabulary tends to grow as a result of meaningful experiences in school and out of school and continues to grow throughout his lifetime. On the other hand, an individual's vocabulary may cease to grow or even deteriorate when environmental conditions are not conducive to growth.

Words are the symbols of things and ideas. The wider the child's experience with a word, the richer will be the meaning for him when he hears it in oral context or meets it in print. To communicate effectively one needs an adequate stock of words to meet all situations. In order to cope with linguistic symbols an individual develops four basic vocabularies; a listening vocabulary, a speaking vocabulary, a reading vocabulary, and a writing vocabulary. Needless to say, there is considerable overlapping in the application of these vocabularies, yet each serves a distinctly different purpose for the individual.

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[1] Ruth Strickland, *The Language Arts in the Elementary School,* Boston, D. C., Heath, 1957, p. 238.

Listening Vocabulary—The listening vocabulary consists of words one understands as he hears them in oral context. The very young child hears and understands many more words than he can use in speaking, reading, or writing. As children advance into adolescence, the gap between the hearing vocabulary and the speaking vocabulary lessens: however, the hearing vocabulary continues to grow and to remain a significant factor in language development.

A child learns to listen before he learns to speak. His vocabulary increases rapidly if his environment includes people who talk to him, people who introduce him to new experiences day after day, and people who provide stories for his listening enjoyment. Moreover, the child's success in reading will depend markedly on the extent of his hearing vocabulary. If the child has no association of a word through oral context, that is, hearing it used and learning its meaning, he will not have success in understanding the corresponding symbol when he reads it.

Speaking Vocabulary—A child's vocabulary is acquired through imitation. The number of words a child brings to school as background for reading depends on the richness of his experiences and the words he has learned from parents, siblings, and friends.

Teachers in primary grades usually provide many excursions and field trips for pupils in order for them to develop an adequate speaking vocabulary based on meaningful first-hand experiences. Vocabularies are further enriched through classroom experiments, exhibits in which pupils participate and through literary selections read by the teacher.

As children progress through the grades and into adult life, they have need for two speaking vocabularies: an informal type of communication, which they use at home and with close friends, and the formal type of speaking to a class, to a group, or whenever the occasion demands it.

Not only does the pupil need to learn to draw on a broader and more appropriate vocabulary for formal occasions, but he also learns to refine his usage of language. In short, the pupil must learn to fit his remarks to the occasion. As someone commented, you wouldn't expect the outfielder to yell, "To whom shall I throw the ball?"

The speaking vocabulary consists of words the individual understands and uses in oral communications. Obviously, the speaking vocabulary of a child is greater than his reading or writing vocabularies. For adults this is not true, according to experts in the field of language development. They claim that adults use more words in writing than in speaking.[2]

The speaking vocabulary of the child is important because it is the foundation for his reading and writing vocabularies. Because a child's speech patterns are imitations of adult speech, practically all children, except the linguistically deprived, enter school using natural patterns of the American English sentence. The greatest growth in vocabulary and sentence structure seems to occur between the ages of two and eight.

Reading Vocabulary—Reading involves both recognition of words and comprehension of meaning from the symbols recognized. The meaning is generated in the mind of the reader only when he can bring understanding to the words he recognizes. The same principle holds true for reading as for listening. Only the words one recognizes and associates with meaning through his own experiences can be understood in oral or written context.

A large stock pile of words which he can pronounce and use appropriately is a child's most important asset in learning to read. These are the words which are the easiest to learn when he sees them in print. A child's listening vocabulary and his speaking vocabulary are related and both determine the extent of development in his reading vocabulary. Reading instruction nurtures and insures growth in reading. Thus the varied aspects of vocabulary develop in a natural complimentary climate when the teacher is aware of the binding relationship.

Children's first experiences with written symbols occur early in the first grade or kindergarten, when notes, stories, and experiences are dictated to the teacher who writes these on a chalkboard or a large chart. Reading their own words which have meaning for them develops a sight vocabulary and an attitude toward reading that makes book reading less formidable.

A child learns to read more quickly words that produce mental images and emotional reactions. He associates pleasant experiences with such words as car, plane, train, ride, jump, and good. Service words such as was, were, what, and that, which help to give structure to the sentence make little impression on the early reader. They are more difficult to learn because they have no meaning out of context. Even more difficult to understand are the abstract words such as friendship, value, love, democracy, freedom, patriotism.

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[2] Paul Burns and Alberta L. Lowe, ***The Language Arts in Childhood Education***, Chicago, Rand McNally and Co., 1966, p. 201.

Words in themselves have no meaning; meaning comes from experiences. Even a dictionary is not adequate as a source for the true meaning of a word. Unless the reader has the experience to relate to the word, and unless he understands the relationship of a particular word to other words in the sentence, he does not get meaning from reading. It is agreed that context determines meaning. If the reader lacks the personal or vicarious experience to fully appreciate the author's point of view, much of the meaning is lost.

The child's reading vocabulary grows in much the same way as his speaking vocabulary. Context in reading corresponds to imitation in oral situations. Instruction in reading is based on the assumption that context determines meaning; however, there are certain limiting factors to be considered: (1) a word has many meanings; no single exposure will suffice for all the other meanings the child will encounter, (2) meaning of a word in context varies with the previous experience of the learner, (3) meaning through context also depends on the reader's ability to understand the relationship between a particular word in question and other words in the sentence, (4) words do not have exacting substitutes; a synonym is a word of similar meaning, not an exact equivalent, (5) the full meaning of a word cannot be appreciated the first time it is encountered, and (6) vocabulary development through context is a gradual process of experiencing new clues to meaning over a period of months and even years; it is important to remember that it takes many contacts with a word to develop meaning. Deighton believes that context reveals meaning most simply by outright definition, citing examples and giving synonyms.[3]

Writing Vocabulary—As a rule young children use fewer words in writing than speaking because of their inability to spell all the words they might use in oral context and because of the handwriting difficulties encountered. If the motivation is adequate, a child may work out his own spelling, thus making adequate use of his speaking vocabulary in his writing.

Some exist merely as spoken or written symbols, vaguely related to meaning because they are not tied to feeling, seeing, thinking, or experiences of any kind. Some words remain unfamiliar and outside the child's vocabulary because he is unable to find within the sentence a clue to its meaning. A further look at the paragraph which contains the word may fail also to yield meaning. A reader needs experience in ferreting out the meaning of an unfamiliar word in context.

The experienced reader, who has had good instruction, looks for the author's clues: words in apposition modified; repetition of the word in a different sentence structure with a synonym substitution; signal words that indicate or specify such as that, those, these, for example, to illustrate, such as, and others.

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[3] Lee Deighton, *Vocabulary Development In the Classroom*, New York, Bureau of Teachers College, Columbia University, 1962, p. 6.

A score on a vocabulary test, the ability to substitute a synonym, or the ability to give a definition is not a valid measure of a student's vocabulary.

Observation and analysis of the student's ability to use words appropriately is a better evaluation of his vocabulary.

Suggestions for fostering growth in vocabulary

1. Field trips preceded and followed by lively discussions, including new words and terms (recorded on the chalkboard or chart)

2. Experience stories dictated to the teacher or older children after a class excursion; advanced pupils can write their own reports

3. Both practical and creative writing activities growing out of daily life and classroom subject (Reports, diaries, lists, stories, poems, plays)

4. Group or individual projects and hobbies; activities growing out of social studies units and other content areas

5. Science experiments and illustrated talks ("Show and tell" period for primary grades; more sophisticated reporting for advanced students)

6. Informal class discussions and conversations, digressing to give attention to new words or the unfamiliar use of known words

7. Oral reports

8. Oral reading to pupils from materials that enrich their vocabularies

9. Story telling

10. Picture dictionaries for primary children; word lists for advanced pupils

11. Films, filmstrips, records and other visual and auditory aids which supplement learning activities

12. Development of appreciation for active, colorful, and vivid words in reading selections

13. Special attention to variation of meaning in words

14. Dictionary activities that serve a purpose; i.e., checking the appropriate meaning of a word with the context in which it is used

15. Use of context to arrive at meaning of a strange word

16. Reading and spelling exercises that stress word forms and meanings—prefixes and suffixes, synonyms, derivations, definitions, classifications

17. Wide reading for information and pleasure—newspapers, magazines, travel guides and catalogs

18. Crossword puzzles from the daily newspaper

19. Identifying figurative language and idiomatic expressions in literature

C. Comprehension

Introduction

The development of comprehension skills is the goal of teachers of reading at all grade levels. This gradual thought-getting process includes the understanding of successively larger units from words to books.

Without understanding, without thinking, reading becomes a procedure of word recognition or word calling. Some children can learn the skills of word attack and pronunciation without any knowledge of the ideas or information the writer is trying to convey.

Reading comprehension develops in proportion to the ability one has to understand oral language. It is difficult to separate oral language, listening comprehension, and reading comprehension.

Reading activities related to experiences and interests will increase reading comprehension. Since this increase in understanding does not develop by just reading, there must be a definite system of development which becomes broader as the child grows in age and maturity.

Reading experts list a varying number of skills to be developed in reading comprehension. The lists range from six to a hundred skills. Of these skills, eight will be noted on the following pages.

Main Ideas—One of the most common reasons for reading any material, fiction or factual, is to get the main idea. Reading to find the main idea of a paragraph is one of the comprehension skills. This requires selection and evaluation. The ability to determine the main idea of a paragraph is basic to other study skills, as organization and recall.

Finding the main idea of a paragraph requires an understanding of structural elements, the inter-relationship of words in phrases, phrases in sentences, and sentences in the paragraph. It also requires the understanding of the function of punctuation.

Arriving at the author's main idea is sometimes synonmous with critical reading which involves the reader's vocabulary, concepts, background, and attitudes. All these make the teaching more difficult.

Skill in finding the main idea of a paragraph needs to be developed through exercises. These exercises should be at the child's reading level.

Methods

1. **Have the child find which of three statements best summarizes the main ideas of the paragraph.**
2. **Give group practice then individual practice in finding the key sentence.**
3. **Have the child find which of three titles is the best title for the paragraph.**
4. **Have the child write a statement on the main idea of the paragraph.**
5. **Have the child find the part that does not rightly belong in the paragraph.**
6. **Have the child find the sentence that gives the main idea of the paragraph.**
7. **Have children cut out newspaper articles then write down or underline the main idea.**
8. **Have group discussion with the teacher as moderator, asking such questions as:**
   - **(a) Which sentence is the topic sentence?**
   - **(b) Does the paragraph develop the meaning of the heading of the section?**
   - **(c) Do all the sentences support the topic sentence?**
   - **(d) What do you think was the main point the author was trying to make in the paragraph?**
9. **Use of outline with main topic and supporting details.**
10. **Have the child draw a line under the words in the paragraph that gives the topic of the paragraph.**
11. **Have pupils select from a series of pictures, the one that best illustrates a paragraph or story.**

12. Have the child draw a line under the words that best describe the character discussed in the paragraph.
13. Have the child pretend he is a newspaper reporter who must write headlines for the items.
14. Have the child read the title and try to predict what the author is going to say in the paragraph.
15. Using news articles, write headlines or title on blackboard. Show that a key sentence may appear at different places in the paragraph.

Noting and Recalling Details—Authors differ in regard to reading for detail, but how would a student grasp sequence order, not colorful words and descriptive phrases if he did not read for specific information?

It is likely that we have paid too much attention to the recall of single word details. This is evidenced in the type of tests that have long been used, possibly because they are easily checked. A word is sufficient to answer many questions, but the student could have a knowledge of the subject and not be able to recall a specific word.

There are some readers who can read rapidly, comprehending the plot and the sequence of a story, but definite details or facts escape them. To read for details is necessary in study type material when a body of information is needed. This skill can be strengthened by giving the student a skeleton outline to fill in the details.

A student needs to understand the details while reading in order to understand more fully the generalizations and the conclusions which the author uses.

The student must be led to search for relevant facts in a writing. When the facts are noted, the pupil should be able to express an opinion as to the solution of a situation and maybe offer other plausible solutions.

The multiple choice answers to questions concerning reading material requires more thought than completion answers and answers of a few words require more thought on the part of the reader than either of the aforementioned types of answers.

If a reader is going to profit from reading for details or facts, the exercises must provoke thought. John Dewey says, "We can have facts without thinking, but we cannot have thinking without fact."[1]

Reading to Understand the Sequence of Events—In order to understand reading material the reader must have the ability to keep in mind the time element or order of ideas. This ability to remember sequential order is necessary in story telling, reading poetry, relating experiences, directing others, and the use of the dictionary.

These skills can be developed by the instructor in many ways. In retelling a story, words such as *when, first, then, as soon as,* will demonstrate a knowledge of the main events in the order of their occurrence.

The main events in a story may be listed in scrambled order. The students will be directed to arrange the happenings in the correct order.

Pictures, some of which depict inconsistent situations may be introduced. The reader should be able to arrange pictures in order of events, omitting the ones which do not link with the main issues of the story.

Practice in recognizing cause-effect relationships can be presented by *why* questions and *because* answers. These exercises should be in complete sentences, giving the readers an opportunity to use a definite, purposeful vocabulary.

Another method which helps develop the sequential order skill is the practice in anticipating an ending to a story. This can be done by stopping the story at an exciting point and asking the pupils to suggest a suitable ending. A number of endings may be suggested by the instructor and in class discussion a selection of an appropriate closing can be made.

To further the development of these skills the teacher must ever be alert and provide thought-provoking questions and activities. To convey written or oral events the pupils are required to arrange the work in the correct order before the main ideas or happenings can be determined.

The development of this skill leads to the ability to organize by outlining or summarizing reading material.

Reading to Grasp meaning of Words, Phrases, Sentences and Paragraphs

Word Meanings—In teaching reading the basic material should be relatively simple. A child should know about 95% of the words in order that his thought can be directed toward comprehension rather than vocabulary learning only.

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[1] Smith, Nila Blanton, *Reading Instruction for Today's Children.* Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1963.

When a new word is introduced the meaning may be taught by discussion of experiences. Words may be introduced by pictures, dictionaries, glossaries, and other aids in addition to teacher explanation. Comprehension of words may be learned through context.

Since a child's understanding vocabulary is far greater than his reading or speaking vocabulary, the use of much supplemental material will enlarge and broaden the pupil's meaning vocabulary.

Phrase Meaning—From the beginning of reading instruction the child should be encouraged to read words in meaningful groups. As a child learns words, he soon is led to understand words make phrases and phrases make sentences.

Oral reading provides a natural way to teach a child to read in phrases. He should be admonished to read as if he were talking. Phrasing will develop readily unless the word recognition is difficult.

In all chalkboard or chart reading the teacher should use her hand or pointer to sweep under a phrase rather than a word at a time.

In developing comprehension skills in phrase reading several exercises may be used. Phrase cards instead of word cards are helpful. Match phrases with meanings that are similar. Finish marking the phrase which has the beginning word marked.

The teacher who reads a story aloud exaggerating the phrases helps the child recognize and comprehend phrases.

Sentence and Paragraph Meaning—A pupil must grasp the relationship between words and groups of words if he is to comprehend sentences. Simple sentences which have a noun subject at the first of the sentence is easy for a child to understand since that is the way he talks. Those sentences which have a pronoun subject or the subject following the verb may need to be clarified before a child comprehends.

Simple sentences and compound sentences are usually easily understood. As a child's reading material becomes more complex, he may need help in understanding the meaning.

The comprehension of paragraphs and longer selections depends upon the pupil's grasp of relations between sentences in paragraphs and between paragraphs in a longer selection.

At any level in developing comprehension in sentences and paragraphs, the material should be comparable to that which the pupil will read at his reading level.

Some helps in developing sentence and paragraph comprehension are:

1. **Selecting a sentence that describes a picture**
2. **Rearranging scrambled sentences**
3. **Listing sentences that are true about a given point**
4. **Finding sentences that answer a definite question**
5. **Finding paragraphs to answer definite questions**
6. **Composing sentences that describe a certain thing**
7. **Locating a specific paragraph on a certain page**
8. **Locating the main sentence in a paragraph**
9. **Writing a paragraph on a specific subject**
10. **Being able to arrange paragraphs in sequence**
11. **Matching words with phrases**

If the reader is to comprehend long selections, he must be able to comprehend words, phrases, sentences, and paragraphs.

Conclusion

Although the development of comprehension skills seems a difficult, never-ending task, the importance of this process is undetermined and unpredictable. In an age of jet propulsion and space exploration, the ability to read with understanding is paramount among the needs of our people.

"Some books are to be tasted,
others to be swallowed,
and some few to be
chewed and digested —"

—Francis Bacon

D. Study Skills

Study skills may be defined as skills used when there is intention to do something with the content read. They are the special skills needed to prepare the pupil for applied reading in content, work-type, or study-type materials.

Through a carefully planned and well-organized developmental program the pupil learns the fundamental basic skills of reading. Since most of the training in the primary basal reading program is concerned with the development of reading abilities, habits, and

tastes, it does not prepare the pupil for the non-literary, content reading tasks.

The reading tasks proliferate rapidly in variety and complexity as the pupil uses other printed materials in addition to reading textbooks. Thus instruction in the understandings, skills, and attitudes needed by the pupil for work-type silent reading must be included in the developmental reading program.

Children learn to read so that they can accomplish useful purposes. Whenever the child is aware that he is reading to solve an actual life or school problem, to meet a life or school need, to accomplish a definite purpose, he is reading functionally. A good definition of functional reading is the utilization of work-type reading and study skills to get something done, to fulfill some need, or to solve a problem. Thus instruction in this part of the program will equip the child with the tools which, in addition to those taught in the fundamentals of reading, are essential to effective study in all areas of curriculum.

By reviewing the research on successful experiments in teaching study skill, several basic principles are suggested:

1. Instruction in the study skills should be an integral part of the reading program. This instruction teaches the child how to study and how to work with books. The understandings, skill, and attitudes to be taught are in addition to those included in the fundamentals of reading, and are very necessary for those reading activities in which the child reads for the purpose of gathering and using information.

2. Instruction in study skills should be spread through all grades rather than concentrated at one grade level. Laying the foundation for this instruction should begin during the pre-reading period.

3. A given study skill should be introduced at a grade level in which pupils begin to have need for performing that task and possess the background with which to understand its use. Introducing a given skill at the time the pupil needs and is able to make use of it helps him to build a strong interest in acquiring that skill. Closely related skills should be taught in the order of their difficulty.

4. Instruction in study skills needs to be direct and systematic rather than incidental and haphazard. Definite lessons need to be used and those lessons must teach how to use skills as well as provide practice in using them. The most practical training matter is that drawn from the pupil's current study materials, when-

ever possible. A teacher may record the reading needs of her pupils in other areas and plan to give them definite practice on those needs. The ability to read intelligently in the various school subjects, using the different types of reading that different subjects demand, can be achieved only by wide reading and by direct practice. Such practice will help pupils to become more efficient in the necessary skills of reading and study.

5. Instruction in study skills should be developmental, stretching from the first to the twelfth grade. At any one level in the elementary or secondary school the teacher should work with pupils where they are, help them to achieve better study skills and habits, and attempt to solve their reading problems by direct attack on the materials with which they are working. It is important that no pupil should become a remedial case in study skills. Any pupil's deficiencies should be discovered and removed as soon as possible after their inception. This means that the teacher must frequently observe the pupil's use of study skills in order to decide whether his performance is satisfactory.

A wide variety of tests of study skills are available for use among pupils of all ages. These tests vary considerably in the validity or adequacy with which they measure the student's study skills. It is suggested by many writers that the "home-made" informal tests provide an opportunity for a more complete evaluation of study skills and their applications than is usually possible in the use of a standardized test. They permit observation and analysis of pupil study practices in a complete, familiar task, which is the ideal setting for valid measurement.

These basic principles relative to the teaching of study skills emphasize the need for teaching the study skills in the reading period, the need for the teaching to be continuous and sequential, the need for definite lessons which explain the meaning of and provide practice in using specific skills, and the need for early location and removal of pupil deficiencies in the reading-study tasks.

The general types of skills needed by the pupil for work-type silent reading are suggested below:

1. Skill in locating information
   Skill in using the table of contents
   Skill in using the index
   Skill in using alphabetical arrangement
   Skill in using the dictionary or glossary
   Skill in using an encyclopedia
   Skill in using the card catalog

- Skill in using maps, illustrations, charts, graphs, and tables
- Skill in skimming to locate information needed
- Skill in using headings and other typographical aids
- Skill in using footnotes
- Skill in using the *Atlas* and *The World Almanac*
- Skill in using files of magazines, clippings, pictures, and pamphlets
- Skill in using the *Reader's Guide*

2. Ability to select and evaluate information
    - Ability to select suitable sources of information
    - Ability to distinguish between relevant and irrelevant, important, and unimportant information
    - Ability to recognize the difference between fact and opinion
    - Ability to judge the validity of one's information
    - Ability to judge the adequacy of one's information
    - Ability to judge the competency of an author to make valid statements on a given topic
    - Ability to use several sources of information

3. Ability to comprehend and organize what is read
    - Ability to find the main idea
    - Ability to see the sequence of ideas
    - Ability to find details
    - Ability to do organized reading, draw conclusions, see relationships, and make inferences

4. Skill in using information
    - Skill in following directions
    - Skill in taking notes
    - Skill in classification
    - Skill in outlining
    - Skill in summarizing

5. Ability to retain ideas read
    - Ability to use the aids to retention
    - Ability to select facts to be retained
    - Ability to practice recall

Suggestions for improving work-type reading abilities may be found in a number of references and in materials available to most teachers. These include (1) actual samples of such exercises collected in general books on the teaching of reading, (2) workbooks accompanying the basic texts, and (3) booklets or manuals specially devised to give practice in work-type skills.

Most writers agree that in the reading field the skills listed above should be taught and they also agree that they should be taught in the elementary grades.

Most writers agree that instruction in study techniques is needed by students at secondary level. Some think it should be handled as a separate course and others think it should be combined with reading. Still others argue that improving the study-reading habits of every pupil is the responsibility of every teacher and one objective of every classroom teacher should be to provide continuous guidance in using the textbooks and reference books.

A variety of study skills has been suggested in the past but one of the most widely taught is the Survey Q3R Method suggested by Francis P. Robinson from Ohio State and this method is described in his book on *Study Skills.*

The SQ3R Method consists of five steps: (1) *Survey* the headings, topic and summary paragraphs. (2) *Question* by turning the heading into a question. These questions may be structured by the teacher or by the pupil. Thus the reading is planned in terms of specific purposes. (3) *Read* the whole section through carefully to answer that question. (4) *Recite* to determine one's ability to recall the content of the material. (5) *Review* at the end of reading the assignment to organize the ideas and to establish a more thorough understanding or recall.

In conclusion it might be said that the development of study skills in reading presents a vast frontier to those who wish to develop more fully the ability of children to read specialized types of content for a variety of purposes. Relating a study experience to the interests and needs of students is a key to successful teaching at all grade levels. The challenge is urgent and compelling; the opportunities are rich and boundless!

The Skimming or Surveying Method of Reading—Skimming is a form of partial reading rapidly to acquire specific kinds of information. It involves skill in skipping the irrelevant parts and selecting the relevant. It is an active process and must be guided by a definite purpose.

Types of skimming.

1. Skimming for overall impression

   Examples

   a. Examining preface, table of contents, and section headings in chapters of books to note what is included, or to judge whether it is likely to contain information you are seeking.
   b. Sampling various pages in a story or a novel to decide whether it is easy enough to read, or if it appeals to you as worth reading.
   c. Sampling the introduction, topical sentences of paragraphs and conclusions of a controversial article to get the author's point of view.
   d. Examination of the introduction, section headings, subheadings, illustrations or maps, and conclusions of a chapter to get the framework on which the topic is developed.
   e. Examination of the headlines, accompanying illustrations, and perhaps topical sentences in introductory paragraphs of newspaper articles to decide whether you wish to read the article.

2. Skimming for specific information

   Examples

   a. Locating proper names or dates, i.e., on what date did a certain event take place?
   b. Locating answers to questions phrased like the text, i.e., where are furs purchased?
   c. Locating answers to questions containing no words used directly in the answer.
   d. Locating several answers to a single question, i.e., what are the reasons Adam gave for his change of policy?
   e. Locating information from the table of contents or the index and skimming the indicated page for the answer sought.

Methods for Developing Skill in Skimming

1. Beginning instruction should concentrate on methods of locating information, i.e., use of Table of Contents, chapter headings, sub-headings, dictionary, reference books, etc. The more advanced student should be taught to use indexes in textbooks, reference books, and such general sources as the *Readers' Guide to Periodical Literature*.

2. For locating specific information the teachers should prepare a list of questions for which the answers should be sought by skimming. In the beginning the answers should

be obvious and in the words of the author, i.e., proper names, dates, and short answers. Progress should be made toward several answers to a single question and answers to questions containing no direct word cues. The questions should challenge the reader. The Survey method which uses the skimming skill creates interest, curiosity, and purposeful reading.

Reading to Follow Directions—Ability to follow directions, both oral and written, can certainly be classed as a most fundamental comprehension skill. Every individual, child or adult, is expected to follow directions, through listening or reading, many times each day.

In modern life the child has come more to rely increasingly on written directions. The boy or girl in the classroom is exposed to directions many times in a day's activities, and there is strong evidence that the reason the boy or girl never learns to follow directions is that he or she has never had systematic training in doing so.

Many a college paper has been incorrectly prepared, and many final examinations have been failed because the accurate following of directions has not be taught.

There are two prerequisites in teaching children to follow directions: they must give their full attention and they have a right to expect a definite sequence of information. Whether or not directions have been followed is easily checked. The child either follows directions and succeeds in the assigned task or he does not and fails.

There are numerous activities which might be associated with teaching children to follow directions. Here are a few suggestions.

At the kindergarten and the first grade level the emphasis is necessarily on directions. Some activities might be:

1. Ask a child to take a book from a shelf at the back of the room and put it in the third chair from the window in the reading circle.
2. Tell the class how to play a game. Ask a child to repeat the directions for playing.
3. Have a child direct a new child how to get to restrooms or about lunchroom decorum.

At the second grade level children can be trained to follow simple, written directions.

1. Have children underline, circle, or box certain words in a story.

2. On the chalkboard write uncomplicated directions to individual children as: "Jane, water the plant on my desk, please."

A third grader can be given the opportunity to follow more complex written directions.

1. Have children draw a simple plan for going from school to their homes.
2. Have the children draw a treasure map for finding some "treasure" in the room. Let the children exchange maps and find the "treasure."
3. Begin teaching the use of the dictionary. Write each step on the chalkboard and discuss it. Give a word and help the children follow the steps. Then make it an independent activity. Leave the directions on the board.

In fourth, fifth, and sixth grades no new skills in following directions are introduced but many opportunities are given for carrying out those learned earlier.

1. Using a workbook, show the class how to read directions one step at a time. Demonstrate how important it is to understand a step before going on to the next.
2. Using the spelling list give directions for carrying out a phonics lesson as: mark vowels long or short, cross out silent letters.
3. Write directive list on the chalkboard. Head it.
    1. Complete work in spelling book.
    2. Study spelling words with a partner.
    3. Correct your arithmetic paper.
    4. Prepare this month's floor talk
4. Have the pupils write step by step directions for an easy science experiment. Have other pupils carry out the experiment.
5. Discuss step by step directions for solving story problems. Put these directions on the chalkboard for pupils to follow.
6. Give a definite format for outlining. Have students outline study unit. Check to see that the format is followed explicitly.

In the seventh grade, if directions are clearly stated and written, if the language is not technical, it should be considered an error if directions are not followed.

It is well to remember that there is a greater incentive to follow directions if one is accomplishing something he wants very much to do. Use the student's interest fields (building models, making cakes, making designs, following a pattern instruction or a pattern of play in basketball or football).

Special Reading Skills—In a shrinking world and a jet age there is new emphasis on the use of graphic and tabular aids in communication. These aids to understanding a large body of information constitute a difficult learning that needs to be taught. Included in compact informational aids are such graphic materials as maps, charts, diagrams, and tables. As informative presentations of such aids have become a part of printed material in many fields, it is important that all children be instructed in their interpretation in the reading program.

In the day by day living, opportunities for gaining experience in reading pictorial and tabular materials of many sorts abound even in a first grade. Such materials must be simple, often depicting a single concept at the beginning. Later several concepts may be added to the presentation. For example, a single map is prepared showing the location of the school on the street. Then it is expanded to include the adjoining streets. Later the homes of the children may be recorded. Still later, this map may be used to illustrate to the children safe and direct routes to school. By the fifth grade a vast number of concepts may be included on a single day.

Tables, charts, and other representations of comparative data are read with understanding only when the child comprehends quantity and only when the child has had direct instruction in getting meaning from them. The child must learn to read all explanatory material, such as title, key, scales, headings, and subheadings. Graphs used in the elementary school should be simple in design, and at the onset, a graph should present only one concept. Also uniformity in presentation is necessary.

The following types of activities can prove helpful in teaching boys and girls to read graphs, tables, charts, and maps with greater comprehension.

1. Answering data on a calendar, such as "How many Tuesdays are there in July?" or "On what day of the week is July 10?"
2. Making a calendar to record weather conditions
3. Making graphs on individual or group achievements
4. Making a map of the classroom or community
5. Studying a map and map legend and then answering questions based on them

6. Showing information of various types—for example, surface features, population centers, and political divisions—on maps that have been duplicated.
7. Making, in answer to a question, a list of important points that can be gained for a stated purpose from a given map, table, graph, or chart

Additional activity: An exercise of this type may be used before pupils start keeping a similar record of their own achievement. Directions: The graph may show how many words out of fifteen in each weekly test Joe had correct during the first ten weeks of the school year. Answer the questions or follow the directions given below:

1. How many times did Joe have a perfect paper?
2. What was the largest number of words that Joe had wrong on any test?
3. During which week did Joe have the largest number of words wrong?
4. For how many more records of tests is there room on this graph?
5. Mark the graph for the eleventh week to show that Joe had two words wrong.

E. Oral reading

Oral reading helps in the association of the printed word with the spoken word. It should have a place in the daily program. Oral reading at any grade level has its values in the reading program in that it can be used:

1. to check silent reading
2. to improve speech, comprehension, rhythm and expression
3. for proper interpretation
4. strengthening of retention
5. to establish feelings of group unity and good social relationships
6. to fulfill enjoyment of poetry, dramatization, and stories
7. to furnish an incentive to read well enough to win classmates' appropriate response and approval
8. to give pleasure of imparting information to others

Oral and silent reading skills are related to each other but require separate abilities. Each should be started almost from the beginning of school and continued throughout all levels. From the first grade through senior high school there will be many opportunities for functional oral reading activities which will be purposeful, such as: reading to prove an answer or a point of view; providing opportunity to use ability to find facts, to infer, use vocabulary, and organize a selection to be read aloud; reading directions for independent activities; finding or checking information; how to make or do things; reading exciting, the funniest, best liked and most interesting passages, or surprising part of a story; reading captions on bulletin boards or under pictures; reading school bulletins, announcements, and weather reports; in upper grades sharing of current news items, headlines, and letters. In all grade levels opportunity should be provided the child for entertaining and for informing a participating audience. Motivation for oral reading comes when there is an opportunity to read to others material that is new to them and will have interest and value to the listening audience. Also in this type of activity the right materials should be provided, including stories for dramatization, choral reading, program announcing, prepared radio programs, and poetry.

In lower elementary grades a motivating activity is the "Reading Party" when the children get together in pairs or small groups to share stories or parts of stories that have interested them. The flexibility in this type of activity grouping adds interest to individual needs. No reader is singled out but each has the satisfaction of appropriate recognition. It also provides the teacher the opportunity to be in the background to observe and to meet needs of pupils by using the information gathered in the observation. The readiness of the child to extend reading competency can be determined by this method. Activities which motivate oral reading will afford self expression, and also develop ability to interestingly convey the author's meaning to others. There should be many opportunities for reading merely to entertain, such as: reading a story to a group; reading experience stories or original poetry to a group; reading descriptive passages of something which took place in a story; reading parts of a story or play to provide opportunity for interpretation of humor and to develop character expression as the reader loses himself in a character he has chosen to express.

In the primary grades sharing character expression should be done often. Dramatization is a very effective motivation activity for oral reading since all children, even the very shy, have a desire to express feelings from within and may become very enthusiastic in expressing feelings of characters in a story.

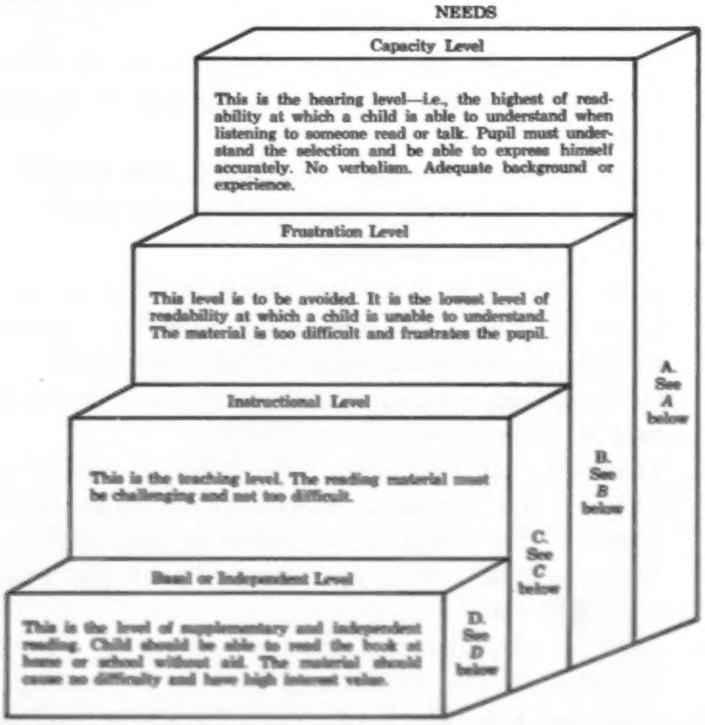
To read well orally, the individual must be able to converse in complete sentences. The primary level child reads aloud no better than he talks. Just being able to recognize and call words does not result in good oral reading. He should develop the skill of reading as if speaking, using a pleasant voice or tone, correct enunciation, and smooth rhythm. The preparation of any material read orally should be stressed, for reading should conjure up similar mental pictures and give similar thorough meaning to both the reader and the listener.

Oral reading in the first grade usually accompanies silent reading and may be said to be instructional in form in that it may be used when the reader wishes to verify a vague answer to a question. In such a case he may read aloud a passage which will provide a clear and accurate answer to the question. This method is employed profitably in all levels when reading in the content areas. In some levels of reading there are times when oral reading may also involve reading of new material without first reading it silently. When it is used this way, the materials must be selected below the child's instructional level. When such selection is made, he may read fluently in natural tones as in conversation so as to give pleasure to those listening.

There are certain needs in oral reading which will aid the teacher in detecting mechanical difficulties and getting diagnostic information she may use in determining the capacity, frustration, instructional and independent level.

LEVELS OF READING [1]

ARE 50% OF PUPILS FRUSTRATED IN READING?
What should we do?
Find the pupil's BASAL LEVEL and start from there



Capacity Level

This is the hearing level—i.e., the highest of readability at which a child is able to understand when listening to someone read or talk. Pupil must understand the selection and be able to express himself accurately. No verbalism. Adequate background or experience.

Frustration Level

This level is to be avoided. It is the lowest level of readability at which a child is unable to understand. The material is too difficult and frustrates the pupil.

Instructional Level

This is the teaching level. The reading material must be challenging and not too difficult.

Basal or Independent Level

This is the level of supplementary and independent reading. Child should be able to read the book at home or school without aid. The material should cause no difficulty and have high interest value.

A. 75% comprehension. Accurate pronunciation. Can understand what is being read or said. Precise use of words to describe facts or experiences. Can answer in language similar to selection. Can supply additional information due to background of experience.

B. Comprehension less than 50%. Inability to anticipate meaning. Pronunciation less than 90%. Head movements, finger pointing, tension, withdrawal. Slow word-for-word reading. Vocalization, substitutions, repetition. Insertions. Omissions.

C. 75% comprehension. 95% pronunciation. No head movements, finger pointing, etc. Good phrasing. No vocalization. Conversational tone.

D. 90% comprehension. 99% pronunciation. No head movements. No finger pointing. No vocalization. Good phrasing.

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[1] Betts, Albert Emmett, *Foundations of Reading Instruction*, American Book Co., New York, 1946, p. 448.

No single list of standards for each grade is possible: therefore, the following list is included so as each teacher and class can formulate ones needed by each individual class or group.

a. Does the child pronounce words correctly?
b. Is he heard by all the listening audience?
c. Does he speak distinctly and clearly?
d. Does he read smoothly?
e. Does he make the listener see pictures of the scenes?
f. Does he make the listener see pictures of the scenes? talking?
g. Does he seem to enjoy reading to the group?
h. Does he know the meaning of words read?
i. Does he phrase correctly?
j. Is he relaxed and natural when reading to an audience?
k. Does he sound the beginning and final sounds of words, as well as sounding each syllable clearly?
l. Is his speech convincing, pleasing, or is it too high pitched, and is there a variety of pitch?
m. Does he use his voice effectively to show emphasis by pausing and stressing effectively to make his tones appropriate to the thought he wishes to express?
n. Does he have clear understanding of the meaning of the selection read?
o. Does he also show in his reading that he, too, feels the importance of the selection which he is reading?
p. Does he hold his book correctly while reading and make proper eye contact with those who are listening?

Through this diagnostic information the teacher gets an insight into the tendencies of faulty reading and may provide appropriate material which will enable the child to correct them.

Choral Reading—Choral reading is another type of instructional device for oral reading which may contribute to the pleasure and satisfaction of pupils. It is a way of getting group participation which will be of value to the very shy child when a poem or selection is being read by a group. Choral reading is used also with individuals reading certain parts and the whole group becoming the "chorus." It is also a good activity for introduction to controlled expression and feeling of poetry. Simple poems are very suitable for choral reading activity in the primary grades. Humorous verses and poems of spirited action are also acceptable to children of all levels. In some poems, lines may be read as a solo or as a chorus. In others, high and low voices may be grouped to attain pleasing, smooth sound effects.

Oral reading can be done in a number of useful and interesting ways:

To audiences:

1. Reading to others in a group or whole class
2. Reading creative poems, stories, or jokes
3. Reading plays, or presenting a dramatic story
4. Puppet plays, pantomiming

In elementary schools:

1. Reading with a group in a choral or voice choir
2. Reading circle, team reading between pair of readers
3. Reading aloud at home to younger brothers and sisters
4. Upper grades might read to those in younger group

In content areas:

1. After careful preparation, select pupils may read content area material
2. Reading sentences that answer a specific question and reading them aloud

F. Rate Flexibility

Pupils should be prepared for the varying rates of reading necessary for the different types of reading material. Selections from a magazine will require a different rate of reading than reading technical materials.

Many students will need much encouragement, practice and application to increase his rate of reading.

There should be a comprehension check follow each session when timed with clock. It should be emphasized all material and all reading does not necessitate a clock check for speed. Practice selections should help the pupil to adjust his reading rate to his purpose with the various types of materials.

CHART FOR ADAPTING READING RATE[1]

Rapid: To develop abilities and improve experiences in scanning and skimming:

1. in evaluating material before placing it in other hands	WITH	1. newspapers, magazine articles, library books, textbooks
2. in finding key ideas		2. textbook material, newspapers, recreational materials
3. for acquiring specific information		3. reference books

Average: To develop abilities and improve experiences in free reading:

1. for comprehension (intermediate)	WITH	1. magazines, news articles, personal experiences
2. for enjoyment		2. novels, poetry, short stories, essays
3. for interest and tastes		3. biographies, autobiographies, magazines

Slow: To develop abilities and improve experiences in reading for information:

1. for complete understanding or (accurate comprehension)	WITH	1. textbooks, (non-fiction books)
2. in previewing		2. format of textbooks, encyclopedias, menus, schedules of events, captions, charts, maps
3. while studying		3. textbooks, magazine articles, editorials
4. for comparing personal experiences		4. poetry, stories

Slowest: To develop abilities and improve experiences in thorough reading:

1. while following directions	WITH	1. games, problems, labels
2. word for word		2. directions for assembling models, recipes
3. to understand terms		3. technical directions and materials
4. for analyzing and understanding		4. poetry and drama
5. in oral reading		5. reports, word lists, reciting
6. for evaluation		6. advertisements, editorials, magazine articles, books

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[1] Material adapted from *Reading in Secondary Schools*, The University of the State of New York, The State Education Department Bureau of Secondary Curriculum Development, Albany, New York, 1965, p. 67.

PART II

READING IN THE CONTENT AREAS

All teachers are responsible for the teaching of reading. The various content fields call for successful reading of many new kinds of materials. The resulting reading problems will include:

1. dealing with vocabulary and writing style
2. evaluating what is read
3. using library techniques
4. organizing materials read
5. grasping main ideas
6. choosing appropriate meanings
7. drawing inferences and conclusions
8. interpreting maps, charts, graphs, tables, diagrams
9. retaining and applying what is read

The reading program for the pupils at all levels needs to be planned to provide specific help with these problems.

The skills mentioned above are specialized study skills used in study situations, but in each of the content areas they may be applied in a particular way. In social studies, mathematics, science, and literature there are special technical terms and writing patterns. Each of the patterns require a different approach. The reading problems in these areas require more intensive instruction than that which is provided incidentally as daily activities progress. Therefore, the teacher should study each pupil's readiness for reading materials in each of the areas in order to provide adequate instruction for reading these materials.

Social Studies—The reading material in social studies books often directs the reader to leave the text and refer elsewhere in the textbook to gather information, then return to the former place and continue reading. He must integrate the information found in the reference into the content of the paragraph he is reading. The reference to which he is directed might be a picture, chart, or map. Any one of these calls for the use of special reading skills.

Often a picture in the social studies book will have questions under the picture directing the reader to answer by observing the picture and drawing a conclusion. This is a picture reading skill needed in this field. Teachers might help pupils to develop the ability of reading pictures as a valuable supplemental aid in gathering information from a book.

Reading the legends on maps and globes requires a specialized type of reading. The efficient interpretation of such symbols for rivers, mountains, lakes, towns, cities, boundary lines, scale of miles, color keys, meridians, and others aid the readers in gathering information rapidly. Teachers often find it desirable to take some time at the beginning of units to help pupils understand these symbols.

Another valuable asset to a reader in the social studies is the ability to understand cause-and-effect relationships. All the major events in history came about as a result of a cause or causes. The effect of the first event may cause another event until there is a whole series of causes and effects. In order for the young reader to be able to grasp this relationship, the teacher must explain how the chain of events took place.

Specific events and dates in history often help the reader to understand larger periods or blocks of time. Making a "time line" will often help the pupil to understand sequential events with dates.

Highly abstract and difficult terms are often found in social studies books. Such concepts as "equality", "freedom", "democracy", and "justice" are used. The teacher must spend some time in building a background for the understanding of such terms. Often teachers find it desirable to present these abstract concepts before asking the pupil to read a selection. Students are often guided to keep a record of words not clear to them; then they should look the words up in a reference book or dictionary to find the meanings.

Sometimes a social studies text will ask the reader to compare the likenesses and differences in theories of government or policies of different political parties, etc. If a pupil is made aware of this pattern of writing, he will be able to make comparisons and contrasts with more ease.

The efficient reader in the social studies should be prepared to detect propaganda in quotations from and actions of men as reported in books, magazines, newspapers, leaflets, pamphlets, billboards, and handbills. This is important so that he will be aware of the intent of the reading materials in which someone is trying to influence his thinking and behavior. The teacher can make the reader aware of the seven general techniques used by the propagandist. These include "glittering generalities", "plain folks", "band wagon", "testimonials", "card stacking", "transfer", and "name calling". The teacher might give some time to having the pupil match given propaganda techniques with one of a series of statements in which the author is using one of the devices. Also the pupil should be encouraged to search for examples of propaganda and look for the motives, and then make decisions as to whether they care to be influenced by them.

A pupil needs to develop the ability to check the truth, logic, reliability, and accuracy of what is written in the social studies reading content. He must be directed to be as much interested in *why* something is said as *what* is said. He needs to be taught to look for errors of reasoning, of analogy, of over-generalization, of over-simplification, and of direction. He must look for one-sided presentations, prejudices, biases, and faulty inferences.

Reading in Mathematics—Reading in the field of mathematics demands skills of careful, detailed reading with fewer opportunities for employing the context clues for meanings. It also demands the knowledge of a whole set of new symbols. The word symbols, the number of symbols, and various other kinds of symbols are sometimes found together in a single paragraph. The unique terminology of mathematics is another characteristic difficult for the reader. Such terms as: abbreviations, exponents, subscripts, formulas, equations, geometrical figures must be understood by the reader. Special efforts to teach students to read these must be taken by teachers.

A pupil needs to be introduced early to the steps of reading mathematics. The child learns to detect what the problem calls for, what facts are needed for the solution, what steps are appropriate in leading to a solution, and to estimate what is the probable answer.

The following skills are useful in learning to understand reading in mathematics:

1. To read for main ideas in the mathematical paragraph
2. To develop the ability to organize the material given
3. To translate the word symbols into mathematical symbols and formulas
4. To translate the relationships into an equation
5. To analyze all formulas and symbols
6. To understand all graphic figures and illustrations
7. To make a drawing of the problem if necessary

Reading in Science—What role does reading have in science education? Approaches in science emphasize individual student investigations in which major conceptual frameworks and processes are stressed as opposed to the conventional program in which the acquisition of factual content read from textbooks was considered the end to instruction. These investigations include such actions as classifying, recording data, inferring, interpreting, predicting, experimenting, and making conclusions. During these investigatory actions, the student is not just working like a scientist, he is a scientist. Obviously, the student cannot develop these abilities through only reading.

Reading is essentially necessary, and vital to the development of a well-balanced and complete science program. Reading and the utilization of related skills can support the science program by (1) extending and supporting the development of experimental or investigatory activities and (2) extending and supporting the development of content areas.

Since most of the processes of science are not wholly dependent on the possession of proficient reading skills by the student, he may make accurate observations, make logical inferences, and develop good experimental constructs. However, reading can be employed to expand these activities and allow the student to become more perceptive toward those objects with which he is interacting.

Reading must be employed in some specific investigations in which particular data are to be obtained from reference sources, i.e., if the boiling point of alcohol is needed, it will have to be obtained from a reference.

Therefore, the student must be able to use and read from science reference materials. The very nature of these materials requires the possession of special recognition skills since these sources will be integrated with symbols and abbreviations which are unique to the structure of science. These must be recognized and understood if the student is to comprehend the reading.

Special reading skills are vital in those activities which require accurate measurements and a necessity to the science process. Since most measurements are made with some type of instrument, students must have experience in reading from instruments such as thermometers, barometers, balances, rulers, and other similar devices.

Special reading skills are also needed when the student attempts to interpret recorded experimental data. Interpretations require the establishment of logical relationships between recorded observations and known facts and which must also fit the structure of prevailing opinion. This ability to interpret can be developed through specially structured reading experiences in which the formation of general relationships is emphasized.

Wide individual reading must be encouraged so that specific science content areas can be enlarged and strengthened which will in turn make the student more perceptive toward his total environment. Current science approaches do not emphasize the acquisition of factual content. However, the activities in these approaches will create and produce many new interests for the various content areas which the child will want to pursue. What the children read will help fill in their background and expand upon what they experience.

It is to this end that a top quality science library be made available to these students. The library should consist of books from all content areas and structured for all individual reading levels so that each student can successfully expand his interests. Purposive reading must be stressed as the student proceeds through this type of individualized reading program.

Reading in Structure of Literature—In literature there are several styles of writing that if understood by the reader would make comprehension easier and interest greater. These styles include: *essays* which give the slant of the author as he discusses some aspect of life; *story* or *novel* written for the reader to enjoy plot, character, and setting; *drama* which interprets the conversations of the characters involved; *biography* which gives a lesson to be interpreted; *poetry,* which has many patterns. The pupil is reading for different purposes as he reads the different forms. He must learn to adjust his reading skills for each or he must sometimes combine reading skills when reading one of the types.

The following tasks are included in the teaching of reading in literature:

1. To identify different types and styles of writing
2. To sense the purpose for reading each type and adjust his reading skills for this style
3. To understand the rudimentary knowledge of the mechanics or literary composition — technique, terminology, devices, literary forms, types of rhythms
4. To develop in the reader understanding and appreciation of what he reads
5. To add a pupil's progress from simple identification of literary forms to the more complex levels of recognition

6. To teach pupils to understand such devices as personification, allegory, flashback, satire, simile, poetic forms, and specific rhythms in poetry

Creative Interpretation—Creative interpretation is the highest level of reading. At this level the reader brings in his imaginative additions to what the author has said. It can begin with young children and should be in order to make it an integral part of reading secondary school literature. It is an essential part of all growth. It involves a development of personal values and an awareness of social insight. Other elements include social sensitivity, accompanied by effective participation in group life, with a need for special attention to literature, and the development of personal writings.

The elementary school child should have a teacher who knows how to lead him to read for enjoyment. Thus he begins to extend his horizons in time and place, to understand himself and others, to escape reality through imagination, and to relive the experience of the race. These are elements which can be expanded in the upper grades and in secondary school. Good literature lends itself to such discussion which should be as informal as possible. A culminating activity, such as creative interpretation of fine literature, stories, and poetry.

Stories, fiction, and drama lend themselves to the understanding of the life patterns of the people involved. The evil can be stressed as something to be avoided, which carries its own punishment. The good and worth-while stands out as something to be emulated.

The language of the selection is something which lends itself to creative interpretation. Descriptive passages of beauty or aptness, incisive character descriptions, revealing conversation, highly concrete to abstract words, and the expression of much in a few words all are elements lending themselves to creative interpretation. The use of imagery is another creative element, as are descriptions of places and movements, the reality of characters, vivid action and dialogue.

There are other objectives in creative interpretation which may be applied to a degree in the elementary school and to a greater degree in the secondary school. There is one barrier to the development of creative interpretation and that is the sociocultural background of the child. People are what they have experienced. Children from low socio-economic areas are limited to what they know from their experiences. They need to be taught in keeping with what they have learned from experience.

When and if children have been led beyond the limits of early circumstances, they can be taught traditional classroom learnings, as well as creative thinking in a direction better than their limited background. The main goal is to engender a love of reading. Elements which produce this are reality of characters, action, dialogue, dilemmas and choices, character and conflict, and vivid scenes. The teacher needs to know the books to be able to sell them to the children. These books must be written in understandable expression. The author who knows the art of story telling has an appeal for children. Through his art, the same art can be taught to them.

Other elements of appeal in reading are words that imitate sounds, words and phrases that develop atmosphere, vivid description. The teacher should teach children to read between the lines, to use their imagination, to compare characters, and to recognize figures of speech. In poetry they can be taught unusual turns of thought, sounds in lines and words, and rhythm. Lyric poetry tells a story, presents an idea to consider, creates an image or picture, and conveys the poet's feelings.

Children can be led to develop their own creativity through oral reports, creative writing, writing limericks or verses, or making a scrapbook.

Creative reading and all reading should be a part of the total communication process of listening, speaking, reading, and writing. Children in kindergarten participate in daily conversation and sharing, and relate their varying activities to language development. Children in the primary grades may participate in book-making through dictating to the teacher, relating speaking and listening to the program, stimulating individual and cooperation writing. Thus, interest in creative writing begins to emerge. Experiences can be used in the middle grades through initiating projects, planning procedures, sorting topics, and organizing the class and clarifying individual tasks. Thus, personal and creative writing can be developed.

Through cooperation with the school librarian the children can be encouraged to use the library voluntarily. The classroom may visit the library. The librarian may visit the classroom. One librarian used sixth grade children in Flying Squadrons who visited the classrooms and told part of a story to the group. There was a run on those books in the library.

If there is a library within the classroom, children may be stimulated to do creative reading. Other stimulating factors are book reviews, book discussions, and choral readings.

In the secondary school the librarian is a source for guidance in reading. Personal reading may be stimulated as part of a core or common learning program. Browsing periods have a value if there is some guidance person present to find out the interests of the students.

Literature gives an indispensable contribution to civilized living, but not all students are ready for it. Dorothy Bratton tells about the lack of interest her students exhibited in Cimarron. But when they had been shown a film about drilling for oil, they were ready to read Cimarron. It is a big task for a teacher to find out individual interests and abilities, but it is a task of increasing importance. As her students grow and develop, the teacher can place more emphasis on aesthetic values and standards of appreciation. But she must not forget that literature must meet the personal needs of boys and girls. Reading and literature have much to contribute to personal development. Appreciation of literature comes gradually and sometimes through the interplay of activities of home and school. The teacher must also have a deep appreciation for literature, for today's world is a reading world, with a profound need for standards of choice.

Students can be taught that there is promise in today's world. They can be trained in the recognition of the need for ability to communicate. If literature is read for insight and enjoyment, it will contribute to this understanding. Their program can be enriched by providing them with an interesting reading list, by arranging for special reports on interesting topics, through the enjoyment of poetry together, through speaking and creative writing, and through examination of the literary value of what was read.

Youth's needs can be met through literature and creative reading as a broadening of thinking and experience, a source of pleasure, other personal values, and a release for the emotions. These are the ultimate aims of creative interpretation in reading on the descriptive level, the personal level, and the philosophical level.

Other Areas—Other vocational areas, such as home economics, electronics, auto mechanics, industrial arts, and business education call for different types of reading skills. Each area has its specialized vocabulary which must be understood if the reading matter is thoroughly understood. Instruction in careful reading of the areas is required for interpreting such materials as blue prints, drawings, sketches, invoices, recipes, charts, graphs, patterns, and the like. In music special terms such as flats, sharps, and rests have new connotations.

Often the skills of skimming, scanning, previewing, and organizing extensive reading and special vocabulary of the reading text are necessary to locate information or to get the general import of the selection.

Critical Evaluation—Some subject matter areas contain material which makes them sources of critical reading. Critical reading means forming opinions in favor of or against the material read. Students must learn when, how, and why to do critical reading. Critical reading may occur in connection with certain subject matter areas. In addition magazines and newspapers lend themselves very well to the development of critical reading skills. Students must learn to distinguish the opinion about what they read, from the actual meaning of the material. The actual meaning of the material can be acquired through the PQRST method.

PQRST = *Preview*

Question—about a section, write it down

Read

State—in an outline

Test—by covering the outline and answering the question. Reread only what was not remembered.

Children should be taught not to use their opinion until they have gotten the exact meaning from the material. Critical reading can be taught as low as the first grade. Although it is not taught to any detailed degree, children can be taught to tell why they like or dislike a book which they have read. The real development of critical reading comes in the intermediate grades.

Critical reading involves the ability to read precisely and/or literally plus the capacity for reading inferences within any specific written content.

It occurs at three levels, the first is the level of words. Once the children have developed the ability to pronounce the root word, the capacity to recognize the denominative meaning of words, especially of key words. Included in this is:

1. an awareness of definitions commonly and widely used
2. ability to gain meaning from root and word or
3. knowledge of the meaning of affixes and the effect upon root meanings
4. knowledge of the meaning of inflections and their effect upon words

Critical reading depends upon acquiring the skill to understand words in the context in which the author used them, especially key words and other important terms. Outgrowth of the precision of understanding terms include an understanding of the extension of variety of possible meanings and awareness of the connotation brought to words by the reader's own perceptions, grown out of his own past experience, the ability to select with fine discrimination the shaded meaning intended by the author, and knowledge of the context devices which define. These include appositives, synonyms, a summary, an illustration, a reflection from a mood or situation, an association from the relation to other words in the written text. A fourth complex of the level of words is the ability to grasp meaning as conveyed through the interest inherent in the thorough word order of our language. This is brought about by acquisition of the following skills: the ability to understand the motives of phraseology through structural grouping of words into units of thought; the ability to acquire knowledge of syntax, in other words, due arrangement of words, and the rule to word interaction; and the ability to become aware of shift in measure of words in different parts of the same context.

The second level is the level of connected discourse in a specific context. To read with understanding in order to read critically, the reader must grasp the main idea of the selections and identify it with the purpose of the author and with the conclusion at which he arrives. He must next be able to select the main ideas of paragraphs and understand that they constitute the ordering of the subordinate ideas which constitute organization of the material and possibly the argument used by the author. If they are ordered as inductive reasoning, the reader must be able to identify the hypothesis whether it is generally the main idea, to identify the basic assumptions; he must be able to recognize the argument when ordered as deductive reasoning and understand how this affects organization. Along with this he may need to be able to understand the organization of the syllogism which is a brief form for stating an argument from the general to the particular. It consists of two statements and a conclusion that must be true if the two statements are true. The dictionary gives this as an illustration: "All lawbreakers deserve punishment; the man is a lawbreaker; therefore, the man deserves punishment." A third ordering is logical chronology or in steps in which a story is told or the nature of explanation is set forth.

The third element in the level of connected discourse is the ability to select the supporting details of the main idea, generally, that of a paragraph. Supporting details may be used first as evidence to support successive argument. Second, details are used as logical order in explanation; third, they are used in amplification and description; and fourth, for developing narration.

The student must learn to discriminate the modes of presentation which may be verifiable data, subjective opinion, analogy, illustration, succession of events or steps, and finally quotation.

Next the reader must be able to understand the conclusion. He must be able to assess it as the logical outcome of the structure or organization, and from the evidence presented. He must also have the ability to recognize whether it is based upon certain stated or unstated assumptions. He must be able to recognize that the conclusion is presented in one of three ways:

1. solely upon the data presented
2. upon extrapolation, or
3. upon interpolation

The student must have the ability to identify those passages which make the most significant contributions to the conclusion, the ability to summarize briefly and concisely what has been said and the ability to make defensible inferences from the material presented. At the level of the broad context, he must be able to identify the field of knowledge to which the material pertains, together with understanding of the effect of that field for the area is often the approach to the type of writing.

Second, the student must be able to identify the author, his qualifications which may include ability, training and experience, his purpose in writing, his point of view in the light of his training, environment, and personality, and his temporal, geographical, and cultural context. He must also be able to identify the publisher and the date of writing, for these show influences on the type of material. The student should be able to identify the audience for whom the material was intended, and recognize the contextual clues by which the audience may be identified. These include the information imparted, the means of statement, the language usage, in terms of simplicity or complexity, the mood or tone of the material, and the personal needs to which the material is directed.

In the fifth place the reader must be able to identify formal structure as appropriate to the field, whether it be narrative, expository, descriptive, or argumentative material.

The sixth element at the level of the broad context is the acquisition of complexity in recognizing the element of style appropriate to the subject and characteristic of the individual author. These include words appropriate to the subject matter and characteristics used by the author, words appropriate to the current social situation, when the material was written, changes in meaning of words with time and place, simple or complex diction, relation of the language to the ideas expressed and to reality.

The last element includes sentence structure in relation to the complexity of the ideas presented in terms of simple, complex, and compound sentences, and short or long sentences. It also includes an awareness of sentence patterns, periodic balance, incomplete sentences, and so forth. Other elements include the nature of inversions of words and clauses, elliptical construction and clarity of anecdotes and so forth.

The seventh element is the structure of paragraphs as related to the material. This raises the questions—are the paragraphs unitary and are they in orderly arrangement.

The eighth element of understanding style is the ability to interpret rhetorical imagery; figures of speech, especially metaphorical, irony, satire, anecdotes, analogy, humor, idioms, allusions, pathos, slogans, and the use of repetition.

The ninth element includes the interpretation of the material in terms of straight-forwardness as opposed to subtleties. This is followed by the tone or mood, by the level of abstraction, and by the nature of phraseology such as beauty or succinctness.

This constitutes a summary of interpretative reading at the level of the broad context.

Evaluation Reading—Next we shall discuss pure evaluative reading, in itself. At the level of words it means to be able to:

1. evaluate in terms of too many difficult or abstruse words
2. the use of jargon, which includes:
   a. stock words
   b. big words
   c. flowery words
   d. emotive words
   e. loaded or biased words
   f. slanted words

The third element is the abuse of technical language. The fourth and fifth elements are frequently found in the field of social science. They are circumlocution and cliches. Finally the individual must be able to make an evaluation of the contextual accuracy of the material at the level of the context. He must be able to make the following judgments;

1. to determine whether terms have been clearly defined
2. to determine whether or not ideas have been presented in logical and convincing order
3. to evaluate evidence as verifiable evidence
4. to identify lack of experience and loopholes in organization
5. to detect distortion or suppression of evidence
6. to classify statistics as factual personality judgment or sweeping organization
7. to recognize irrelevant evidence
8. to discern misinformation or the personal opinion of the author
9. to determine whether the conclusion is in agreement with the evident hypothesis
10. to recognize the devices of special pleading which include sophistry, emotional appeal, attack on a person rather than a principle and the common propaganda devices which include name-calling, generalities, innuendo, irrevelant issues, transfer and prestige
11. to recognize that the argument is defended by facts as personal experience especially as their opinion

A twelfth element in the abstraction is to understand dishonesty and argumentation such as false analogy and to approximate equalization which makes for desirable style. These are appropriate diction, correct syntax, admirable quality of language in terms of beauty, clarity, simplicity, and vividness, careful and logical organization. Objectivity on the part of the author except in literary works where the author makes propositions and adds both increased understanding and beauty. The final quality in desirable style is unity and coherence.

Critical evaluation at the level of the broad content is the ability to determine the validity of a piece of writing:

1. for the subject-matter field

2. for the time and circumstances
3. to understand the effect of pressures upon the author
4. to comprehend the nature of primary sources and the author's use of them and their importance. A second element in evaluation is to understand the probable effect of the material:
   a. on the emotions
   b. on judgments
   c. on actions through comparison of what actually happened if possible

The third aspect is to recognize the need for comparison with other authors who write about the same subject, especially if controversial. The fourth element recognizes estimating the effect of an author's attitude toward his probable audience. The fifth element recognizes the need to discern the appropriateness of the material to the subject-matter field into which it categorizes by probable indication of style, organization, and effect.

The overall results of the development of these aspects of critical or evaluative reading results in the development of an inquiring mind; the growth of the ability to suspend evaluative judgments until analytical reading is completed; the fostering of a willingness to check and cross-check information objectively through similar sources and the development of an interest in reading widely. It also includes the development of ability to support expressions of approval or disapproval with valid argument and the development of ability to select material with discrimination in terms of:

1. relevancy to the needs of the reader at any specific time
2. value as a source of information
3. value as a literary work

Finally the reader will develop his ability to interpret what is read in terms of one's own experience, but to discriminate this carefully from the experience of the author and of others. This level of reading is needed for the maintenance of clear thinking in an adult population to meet the problems which we face in our country and in the world and to exercise judgment about the mass of communication met with, with which we are surrounded.

PART III

INTERESTS AND TASTES IN READING

The delightful world of children's literature is an important part of the reading program. A good reading program does more than develop the reading skills. It includes putting these skills to use in reading from the ever-increasing scope of interest level and topics found in the trade books that are on today's market.

The young child has a magical sense of wonder. Through seeing, tasting, smelling, feeling, and hearing, he investigates the world about him. Long before he reaches the age of understanding literature, he has countless experiences which will influence his feelings about what he reads in books. When he reaches the maturity for learning to read, he has an eagerness to search for answers, to stretch his understanding, and to get his feeling into words. As a young person grows further into maturity, he will learn much of his information and receive much of his pleasure through the medium of books. Especially will this be true if the literature program has been planned in such a way as to make him love reading.

Developing the love of good reading is one of the greatest benefits to come from the reading program. One should learn to read for the pure pleasure, joy, excitement, magic, relaxation and relief that comes from reading. Often the commonplace is made beautiful in the literature one reads. The idea that the skills of reading can open wonderful and magical doors to a world of literature should be one of the major aims of the teaching of reading.

The values gained from literature are countless. Reading adds to a person's store of ideas; it broadens his horizons, and gives him personal enjoyment. As the person continues to read, he will find that his appreciation has deepened, and he is more alert to the needs of others. Through some of his reading a person finds that he understands himself better and thus understands other's actions better. Reading enriches his life.

Boys and girls may satisfy their desire for information through the many factual types of books that are available today. Children are hungry for the knowledge that can be acquired through the avenue of factual books. These books contribute to the thrill of discovery felt by most children as they read books that have the information presented in a clear and meaningful way. These books supplement and extend the information contained in science and social studies textbooks.

Children need a wide variety of books about people and places in our own country and people of other lands. Literature should enrich their knowledge and understanding of people of all races and places. It should help children in the understanding of ethics, values, and religions. Books aid in developing understanding of man's social relationship today and in the past and of inter-personal relationships of individuals. Through the reading of good books one may find therapy for his mind and his feelings. Many boys and girls have emotional problems, and by wide reading they may receive greater insight into themselves and help in appreciation of others. They will develop a better understanding of the world they live in and the forces which operate to make people behave, feel, and think as they do. Attitudes, values, and understanding can be obtained by an interaction with literature. A child beset with a physical handicap may acquire courage to face life through reading ***The Door in The Wall*** by de Angeli. Eleanor Este's book, ***The Hundred Dresses*** has helped girls to accept children of other nationalities. There are many books that have a bibliotherapeutic effect on a person. A planned literature program will be concerned with fundamental qualities of personality and character.

Reading Interests—Reading interests express themselves in determining the content or area within which a person is going to read most frequently and how much reading he will do within the area. A teacher can guide the children's reading more effectively and wisely if she knows what particular qualities in books appeal to children at different grade levels. She will ask herself, "Why do they like it?" The children will reply with such expressions as "It's funny," "It's exciting," "It's great," "It's sad."

Children bring different backgrounds to the reading situation; hence, their interests are diversified. Culture, vocation, hobbies, socio-economic, intelligence, urban, race, sex, and age all have a bearing on what interests are exhibited in reading. Studies have been conducted to find out the major interests of children. These studies indicate that age is an important determinant of theme interest. Adventure, humor, and love are the major interests of high school youth. Boys like adventure, mystery, and action; girls prefer romance, family life, adventure, and mystery. Descriptions of "how-to-do-it," westerns, hero-worship, hobbies, science, fantasy, biography, war, humor, tales of mischief, animals and new places, are some of the many interests of youth. Comics and magazines have wide interest appeal to children.

Teachers need to have more than a general knowledge of the interests of children. Various methods have been developed in the way of interest blanks and inventories to help discover their interests. The reading program needs to be planned so that one's interest in reading will persist and will be directed toward materials that best appeal to his basic needs.

Suggested ways of promoting reading interests follow:

1. An attractive and well-balanced collection of reading materials on the readability level of the group.
2. Book exhibits and book fairs
3. Interpretation in the form of dramatics, dioramas, puppetry, painting, and sculpture
4. Relate reading to other types of communication arts — television, radio, motion pictures, comics
5. Share their reflections of the reading with others
6. Listen to oral reading by the teachers
7. Make reading lists on topics related to content areas, special interests, science topics, or human relations
8. Keep informal records of independent reading
9. Use the "Reading Design" blanks
10. Display book jackets and book advertisements
11. Form a reading club or book club
12. Attractive wall charts
13. Brief book reviews or book talks that are interesting, challenging, and satisfying
14. Book parties at which games are devised and played
15. Films, recordings, and other audio or visual aids that will arouse interest
16. Panels, symposiums, and round-table discussions
17. Letters to authors
18. Creative writing, such as,
    a. Writing a sequel after the story ended
    b. Change the style to someone else's
    c. Study the author's point of view and show how key words or color runs through the story
    d. Prepare a legal brief defending or denying the validity of the action of some character
    e. Write advertisements of books or make a book cover

- f. Rewrite a story into a drama
- g. Describe a set design for a particular story
- h. Report on costumes, lighting, props, setting, acting, style for a play
- i. Make a study of the life of an author and discuss how events or people in his life influenced the work
- j. Review the work of the author as if you were a critic for a local newspaper

19. Oral creative communications, such as,
    - a. Hold a personal interview with an author
    - b. Imagine you are a biographical character being interviewed before an investigating committee for PTA, NCAA and give a speech for him or her
    - c. Hold a court trial for some story character from a book
    - d. Imagine you are an author being interviewed for a magazine

A reading program designed to develop broad interests and tastes should develop interests on a wide range of topics, children seek the following:

1. Information about their physical world
2. Information about people and places and their culture
3. Identification with their physical heritage
4. Identification with people through biographical writings
5. Understanding of self and others
6. Enjoyment of folk, fun, and fancy through folk tales, fairy stories, fables, myths, legends, modern fantasy, and humorous books
7. Appreciation and enjoyment through poetry
8. Special information from books on hobbies, adventure, mystery, sports, animals, space fiction, crafts, music, art, encyclopedias and other reference books
9. Insight and appreciation for drama, essay, short story, novel, fiction

Reading Tastes—Reading tastes refer to the quality of the material one reads within his own interests. The application of reading is reflected in the type of literature an individual chooses after he has learned to use the reading skills. This reading broadens, refines, and reinforces a person's reading interests.

Teachers who are interested in promoting life-time reading habits among youth must know the best in juvenile literature. They must realize that every child is unique and the values of literature are special to him. Teachers need to understand the developmental tasks of childhood and the factors which influence children's reading. Children's needs and interests are varied at any age and are as varied as their growth patterns. These needs and interests are so important in evaluating books to help improve children's tastes in books.

It has been pointed out by many persons working with the reading programs that a book needs to meet every literary standard, but if a child cannot read it, if it does not interest him, if it does not meet a basic need then it is not a good book for that child.

Children in the elementary and junior high schools read comparatively few books. If one child reads a book every two weeks, he will only read between 300 and 400 books. The influence of these books on youth is powerful. Then it becomes important to select those books which are the best in reading for our libraries. The child needs guidance in recognizing the hallmarks of good writing and in developing the ability to select high quality books to read.

The general criteria for evaluating the worth of a book might be developed cooperatively by the teacher and the children. There are specific criteria for judging types of literature such as biography, poetry, historical fiction, stories of life in other lands, regional, religious or minority groups but the general criteria by which to evaluate the story or the book might include the following:

1. Does the book tell a good story?
2. Are the characters real?
3. Is there meaning behind the story?
4. Does the plot involve obstacles, suspense, climax, and a satisfying conclusion?
5. Is it told in an interesting way?
6. Is the story worth telling?
7. Is it told with clarity and simplicity?
8. Is there richness of expression?
9. Do truth and justice prevail in the end?
10. Does the book have an attractive format?

Teachers and librarians find it helpful to become familiar with books which have won awards. These awards have been established for various purposes and have been selected by a criteria set up by persons interested in having the very best in literature for the child and adolescent. One of the purposes for the awards is to honor fine writing and illustrating. Of course, children's reactions to books are significant and need to be considered, but it is also important to have some adult judgment in selecting good literature.

Creating a Reading Environment—An important part of the reading program is the attractive library whether it be in the centrally located place or in the classroom itself. The teacher has the responsibility of not only teaching children how to read but also to want to read. The physical display of the books themselves often will attract the readers. A wise teacher will have a variety of types and levels of literature available and will plan an attractive comfortable place for children to read.

The library probably should be the most attractive place in the school. The reading center within a room should be somewhat secluded from the other areas of interest. The shelving of the books, the bulletin boards, and the display space should be inviting. If children share in the planning of the center, they often gain a respect and interest for books.

In addition to the library book budget which often is inadeuate, the teacher may make use of local and state libraries. Sometimes the children will share their own book collections. Children's interest will be increased if they are allowed to plan and take part in the actual process of exchanging, ordering, and processing books.

The imaginative teacher will plan special displays to "advertise" books. These will sometimes be eye-catching bulletin boards and dramatic slogans and captions to excite children's interest in reading. Models, figurines, and objects, such as spoons depicting on the handles Hans Christian Anderson's stories, may be collected. As the child becomes intrigued with these objects, he may become interested in reading the accompanying books.

A good way for teachers to interest children in books is to read them aloud. Children of all levels should have the opportunity of hearing good literature. The oral reading often helps develop sensitivity to beautiful and descriptive language, to fine characterizations, and to appreciation of plot structure. This is a sure-fire way to create enthusiasm for books and entice children into reading them. A teacher who shares great literature through the art of storytelling heightens children's interest in better literature. A teacher should add to his repertoire of stories to tell. Of course these should be selected with care and should be worth telling.

One may set up a criteria for judging stories to be selected for telling.

As a teacher adds background information about a book, or as she supplies information about the author or illustrator children begin to formulate the idea that books are living literature. Files of human-interest stories about authors and illustrators may be cooperatively done by the teacher and the pupils. Sometimes publishing companies will provide biographical data and pictures that will enhance interest in reading.

Audio-visual aids are available for stimulating reading interest. The television programs often contain stories from children's literature. It is essential for the teacher to keep informed as to what is available and carry on discussions concerning the best. Films and recordings are available and serve to interest children.

The parents should be made aware of their role in guiding children's leisure time reading. Often the teacher may assist the parent in helping to build the child's interest. The following suggestions are offered to parents:

1. Provide a home library
2. Provide a library card to the local library
3. Plan home reading activities
4. Help child find books he can read
5. Consider books as gifts for child's birthday and other occasions

Teachers are responsible to see that the gift of reading is used. Throughout the day in any curriculum area, there are opportunities to develop interpretation of literature.

Supplemental suggestions:

1. Observe National Book Week
2. Observe National Library Week
3. Provide time for special literature periods
4. Provide time for recreational reading at school
5. Keep a "Reading Design"
6. Make book games and riddles
7. Collect favorite poems

DIAGNOSTIC INSTRUMENTS

Introduction

Since evaluation is a necessary step in helping the reading teacher determine strengths and weaknesses of the students' abilities, the following list of tests is submitted as being one that will fulfill most classroom teachers' needs.

However, testing must be regarded as a measure of a student's performance at a given time and therefore is not the sole determinate; nevertheless, it is one of the most useful diagnostic instruments and can be invaluable to the teacher.

READING READINESS TESTS

American School Reading Readiness Test
K and Pre-K. 30 min., Group. Readiness for beginning reading—rate of development of reading ability. The Bobbs-Merrill Co., 4300 W. 62nd Street, Indianapolis, Indiana 46206

Gates-McKillop Readiness Tests
Published in 1966. Consists of: Test 1—Picture directions. Child looks at picture, then follows teacher's directions to circle, cross, etc. Test 2. Word matching. Connect two matching words in box with 4 words. Test 3. Word-Card Matching. Teacher shows flash card with word for 5 seconds. Child makes cross on the picture which rhymes with it. Test 5. Reading letters and numbers. Must be done individually. Child is asked to identify letters and numbers if he can. Norms in percentiles. Bureau of Publications, Teachers College, Columbia University, 525 W. 120th Street, New York, New York 10027

Harrison-Stroud Reading Readiness Profiles.
K-1st grade. 79 minutes, 12-15 pupils. These tests determine the skills in which children may need help before or during initial reading instruction. Houghton Mifflin Co., 2 Park Street, Boston, Massachusetts 02107

Lee-Clark Reading Readiness Test
K-1st grade. Group, 20 min. Test determines (1) Which pupils are ready for reading instruction, (2) The readiness development needs of those not yet ready. California Test Bureau. Del Monte Research Park, Monterey, California 93940

Maturity Level For School Entrance and Reading Readiness
K-1st grade, 15 min. (Checks for children mature enough to enter 1st grade regardless of high or low chronological age.) Educational Test Bureau, Education Publishers Inc., 1525 N. State Parkway, Chicago, Illinois 60610

Metropolitan Readiness Tests
Grade 1. 1964-65. Hildrith, Griffiths, McGauvran.
Test 1. Word meaning. Child selects the picture that illustrates the word pronounced. Test 2. Listening—child listens to short explanation then picks picture which illustrates the situation or event given. Test 3. Matching. Child chooses picture, word or diagram which matches the example given. Test 4. Alphabet. Teacher reads letter, child makes a cross on it. Uses picture as a guide so he will not mark on the wrong line. Test 5. Numbers. Marks picture which illustrates a given number or arithmetic concept (such as larger). Test 6. Copying—Asked to reproduce letters, numbers, and diagrams. Test 7. Supplementary. Drawing a man (woman, boy, girl or doll). Child is allowed 10 minutes to make a drawing. Norms given in percentile ranks and suggestion for as many as 5 instructional groupings: Modern pictures, test has colored edges and would be attractive to the child. Harcourt, Brace & World, Inc., 757 Third Avenue, New York, New York 10017

Monroe Reading Aptitude Tests
K-1st grade, 40 min., Group and Individual 10-12 children. Tests analyze in detail five factors essential to success in reading. Houghton Mifflin Co., 2 Park Street, Boston, Massachusetts 02107

Murphy-Durrell Reading Readiness Analysis
Grade 1. 1964-65. Helen A. Murphy, Donald D. Durrell. Three group tests measuring basic abilities essential to progress in beginning reading. 1. Phonemes Test—Ability to identify separate sounds in spoken words. Beginning consonant sounds plus sh, ch, and unvoiced th. Also a few final consonants. No vowel sounds given because of regional variations. 2. Letter names—ability to identify capital and lower case letters named by examiner. 3. Learning rate test. Taught 9 words on the chalkboard, on flash cards, and in the test booklet. One hour after teaching, children are asked to identify the words in two kinds of situations: 1. Discriminating the word from other words taught, and 2. Discriminating among words similar in forms. Norms given in terms of percentiles, stanines, and quartiles. Suggestions for instructional grouping also given. Harcourt, Brace & World, Inc., 757 Third Avenue, New York, New York 10017

American School Reading Readiness Test
Grade 1. 1964. W. E. Pratt, G. Stouffer, Jr. Test measures readiness for beginning reading and predicts the rate of reading development. Group test. Requires approximately 30 minutes. Two sets of norms, one for children with no kindergarten experience. Hand score. The Bobbs-Merrill Co., 4300 W. 62nd St., Indianapolis, Indiana 46206

REGULAR READING TESTS

American School Reading Battery
K-9th grade. These tests specifically measure progress and pupils' difficulties in each subject area. The Bobbs-Merrill Co., Inc., 4300 W. 62nd St., Indianapolis, Indiana 46206

American School Reading Tests for Senior High Schools and College Freshmen. Grades 7-13. Contains three parts; Part I: Reading Rate; Part II: Vocabulary; Part III: Reading Comprehension. The Bobbs-Merrill Company, Inc., 4300 W. 62nd St., Indianapolis, Indiana 46206

California Reading Test
Primary Grades 1-2, H2-L4, Elem. Grades 4-6, Jr. High Grades 7-9, Advanced Grades 9-14. 23-68 min. This test covers two parts—Reading Vocabulary—Reading Comprehension, California Test Bureau, Del Monte Research Park, Monterey, California 93940

Davis Reading Tests
Series 1, Grades 11-13
Series 2, Grades 8-11
At grade 11, the authors suggest that Series 2 be used with students of average or below average reading ability and Series 1 be used with superior students. 40 min. Used to assess the reading comprehension skills of individuals and groups, and to check student progress and growth in reading ability through retests. Series 2 and Series 1 provide continuous measurement of reading skills from junior high school to college. The Psychological Corporation, 304 E. 45th St., New York, New York 10017

Detroit Reading Test
Grades 2-9. Harcourt, Brace & World, Inc., 757 Third Avenue, New York, New York 10017

Development Reading Tests
Silent Reading Diagnostic Tests. Grades 2-9. 1955. G. L. Bond et al. For use grade 3 (or at end of grade 2) and above. Useful for junior and senior high school students requiring remedial work. Group test. Easy to administer and score. Can be given and scored by average teacher without special training. Graphic profile gives direct readings of grade level norms and simplifies use. Consists of the following tests: 1. Recognition of words in isolation (identify word matching picture) 2. Recognition of words in context (finish sentence with word which best completes it) 3. Recognition of reversible words in context (read story choosing reversible words to finish meaning) 4. Locating elements (locating small words within large words) 5. Syllabication. 6. Locating root word. 7. Word elements (teacher reads list of word elements, as: or (as in order) or, then student circles correct element from list) 8. Beginning sounds (teachers pronounces word—students finds rhym-

ing word) 10. Letter sounds. (teacher gives letter sounds, students circle correct letter) 11. Word synthesis (paragraph given in which words are split in the wrong place. Students must correctly put the words together in order to answer the questions about the paragraph). Is a summary of diagnosis end of test in addition to profile. Would be most helpful where individual diagnosis can't be made because of time and personnel limits. Lyons and Carnahan, 407 E. 25th St., Chicago, Illinois 60616

Diagnostic Reading Tests
Grades 7-12. 50 min. Grades 4-8. 80 min. The survey section of the Diagnostic Reading Tests measures essential reading skills to provide administrators with a basis for planning individual and group reading instruction. Science Research Associates, Inc., 259 E. Erie Street, Chicago, Illinois 60611

Dolch Basic Sight Word Test
220 non-nouns, Garrard Press, 1607 N. Market St., Champaign, Illinois 61820

Doren Diagnostic Reading Test
Any grade—Word Recognition
Educational Testing Bureau, 1525 N. State Parkway, Chicago, Illinois 60610

Durrell Analysis of Reading Difficulty
Oral and silent reading, listening comprehension, word analysis, Phonics, faulty pronunciation, writing and spelling. Harcourt, Brace & World, Inc., 757 Third Avenue, New York, New York 10017

Durrell-Sullivan Reading Capacity and Achievement Tests
2.5-6. Primary, 55-65 minutes; Intermediate Capacity, 30-40 min.; Intermediate Achievement, 45-55 minutes. Two parallel tests at each level reveal discrepancies between understanding of spoken language and understanding of the printed word. The child's ability to understand spoken language is used as a measure of his capacity to read. Harcourt, Brace, and World, Inc., 757 Third Avenue, New York, New York 10017

Gates-MacGinitie
Survey D 4-6
Survey E 7-9
Survey F 10-12
Bureau Publishing, 525 W. 120th St., Columbia University, New York, New York 10027

Gates-McKillop Diagnostic
Bureau Publishing, 525 W. 120th St., Columbia University, New York, New York 10027

Gilmore Oral Reading Test

Grades 1-8. 15-20 minutes. Measures the three important aspects of oral reading ability: accuracy, comprehension, and rate. Harcourt, Brace and World. The Psychological Corporation, 757 Third Avenue, New York, New York 10017

Gray-Oral Reading Test

Grade 1—Adult, 4 forms A, B, C, D. 13 paragraphs printed on heavy cardboard with spiral binding, record form. The Bobbs-Merrill Company, 4300 W. 62nd St., Indianapolis, Indiana 46206

Gray-Votaw-Rogers Intermediate Test

Grades 4, 5 or 6. And Retarded 4th grade pupils and Advanced 6th grade pupils. Contains sufficient items for complete testing in reading comprehension. Steck-Vaughn Company, Box 2028, Austin, Texas 78761

Iowa Every-Pupil Tests of Basic Skills
Elementary Battery: Grades 3-5
Advanced Battery: Grades 5-9
Time: Test A: Elementary—46 min.
Advanced—68 min.
Test B: Elementary—47 min.
Advanced—77 min.
Test C: Elementary—46 min.
Advanced—55 min.
Test D: Elementary—57 min.
Advanced—63 min.
(Form O—68 min.)

Particularly valuable to assess skills in one particular area only, such as silent reading comprehension, work-study skills, language skills, or arithmetic skills. Concerned with measurement of skills rather than the measurement of subject matter achievement in content courses. Houghton Mifflin Co., 2 Park Street, Boston, Massachusetts 02107

Iowa Silent Reading Tests
Grades 4-12, College
Elementary Test, Grades 4-8: 55-60 minutes.
Advanced Test, Grades 9-12, and college: 55-60 minutes.

Two widely used tests that measure rate of reading, comprehension, and ability to use skills in locating information. Harcourt, Brace and World, Inc., 757 Third Avenue, New York, New York 10017

Kelley-Greene Reading Comprehension Test
Grades 9-13. 75 min.

An over-all measure of reading comprehension and three significant reading abilities: (1) Ability to comprehend paragraphs; (2) ability to find answers to questions; and (3) ability to retain what is read. Harcourt, Brace and World, Inc., 757 Third Avenue, New York, New York 10017

Language Perception and Reading Skills
Grades 1-2. 80 minutes. Series of language perception tests. Skills measured by these tests are central in reading development and the score derived is helpful in developing reading skills and in identfying areas of weakness. Science Research Associates, Inc. 259 E. Erie St., Chicago, Illinois 60611

Lee-Clark Reading Test: Primer 1st grade. 15 minutes. Measures the reading ability of first and second grade pupils and aids in the analysis of achievement in silent reading skills. California Test Bureau, Del Monte Research Park, Monterey, Calif. 93940

Los Angeles Elementary Reading Tests
Grades 3-8. 30 minutes. Measures the ability of students to recognize directly stated facts, to make inference, to discriminate between true and false conclusions, to follow directions, and to perceive relationships. California Test Bureau, Del Monte Research Park, Monterey, Calif. 93940

Metropolitan Reading Tests
Upper Primary, grade 2: 65 minutes
Elementary, grades 3-4: 50 minutes
Intermediate, grades 5-6: 40 minutes
Advanced, grades 7-9: 40 minutes
Measures reading comprehension and vocabulary. Harcourt, Brace and World, Inc., 757 Third Avenue, New York, New York 10017

McGuffy Diagnostic Reading Tests
Grade 4-6. Word recognition, comprehension rate. Educational Publishers, Inc., 1525 N. State Parkway, Chicago, Ill. 60610

Monroe Standardized Silent Reading Tests
Test I: Grades 3, 4, and 5
Test II: Grades 6, 7, and 8
Test III: High School
4 min. Measure both reading rate and reading comprehension. The Bobbs-Merrill Company, Inc., 4300 W. 62nd St., Indianapolis, Indiana 46206

Monroe-Sherman Group Diagnostic Reading Aptitude and Achievement Tests Grade 3 and rep. Paragraph meaning, speed of reading, word discrimination, arithmetic, speed, visual memory, auditory memory and discrimination, motor speed, vocabulary. C. H. Nevins Printing Co., 311 Bryn Mawr Island, Bay Shore Gardens, Bradenton, Fla. 33505

Nelson-Denny Reading Test
Grades 9-12, College; adult. 30 min. Test provides a measure of reading ability in terms of vocabulary and comprehension, also reading rate. Houghton Mifflin Co., 2 Park St., Boston, Mass. 02107

Nelson-Denny Reading Test
Sr. H.S. and College. 30 minutes. This test has three purposes: (1) To predict a student's probable success in college. (2) To assist in classifying incoming college or H.S. classes. (3) To aid in the diagnosis of students' reading difficulties. Houghton Mifflin Company, 2 Park St., Boston, Mass. 02107

Nelson-Lohmann Reading Test
Grade 4-8, separate for each grade, Comprehension. 2 forms. The Bobbs-Merrill Co., 4300 W. 62nd St., Indianapolis, Ind. 46206

Nelson Reading Test
Grades 3-9. 30 minutes. Designed to measure reading ability in terms of vocabulary and comprehension. Houghton Mifflin Company, 2 Park Street, Boston, Mass. 02107

Nelson Silent Reading Test
Grades 3-9. 30 min. Measures ability to comprehend words, ability to comprehend the general significance of a paragraph, ability to note details, and the ability to predict outcomes. Houghton Mifflin Co., 2 Park St., Boston, Mass. 02107

Otis Quick Scoring Mental Ability Tests
Group intelligence. Beta Test, Grades 4-9. 30 minutes. Gamma Test, high school and college. 30 minutes. Harcourt, Brace and World, Inc., 757 Third Avenue, New York, New York 10017

Pressey Diagnostic Reading Tests
Grades 3-9. 50 minutes. Paragraph meaning Test and Vocabulary Test. The Bobbs-Merrill Co., 4300 W. 62nd St., Indianapolis, Ind. 46206

Sangren-Woody Reading Test
Grades 4-8. Harcourt, Brace, and World, Inc., 757 Third Avenue, New York, New York 10017

Schrammel-Gray H.S. and College Reading Test
Grades 7-12. This test measures efficiently reading rate, general reading comprehension and comprehension efficiency. The Bobbs-Merrill Co., Inc., 4300 W. 62nd St., Indianapolis, Indiana 46206

Sequential Tests of Educational Progress
Grades 4-14
Level 1—College freshmen and sophomores
Level 2—Grades 10, 11, and 12
Level 3—Grades 7, 8, and 9
Level 4—Grades 4, 5, and 6
70 minutes (Two 35 minute units). Test all students' abilities to read a variety of materials with understanding. Knowledge in specific subject field is not emphasized. Educational Testing Service, Cooperative Test Division, Princeton, New Jersey 08540

S.R.A. Achievement Series: Reading
1-2, 2-4, 4-6, 6-9
Work-study skills 4-6, 6-9. Science Research Associates, 259 E. Erie St., Chicago, Ill. 60611

SRA Reading Record
Grades 6-12. 1947-59. G. T. Buswell. SRA. Fast survey form. Easy to check. Uses self-scoring answer sheets which are punched with a heavy pin. Test 1 is Reading Rate, Test 2 General comprehension on material read in test one. Main idea, choronological order, recall. Test 3. Test for words out of context. Test 4. Use of telephone directory. (Scanning in tabular materials.) Test 5. Maps, tables, graphs. Test 6. Reading catalogs. (Scanning) Test 7. Using an index. (Scanning Skill) Test 8. Technical Vocabulary. Test 9. Vocabulary—synonyms (based on context) Test 10. Vocabulary—general-multiple choice meanings of isolated word. Booklet is not consumed. Does give a pretty fair analysis of areas of reading strengths and weaknesses, but does not diagnose specific disabilities. May be used to predict success in reading. Science Research Associates, 259 E. Erie St., Chicago, Ill. 60611

Stanford Reading Tests
Grades 3-9. Elementary Grades 3-4, 35 min. Intermediate and Advance, 40 min. Three tests that measure reading comprehension and vocabulary or word meaning. Harcourt, Brace and World, Inc., 757 Third Ave., New York, New York 10017

Stroud-Hieronymus Primary Reading Profiles
Grades 1-2. 83 min. Designed to evaluate pupil progress in reading at the end of the first and second years of instruction, respectively. Houghton Mifflin Company, 2 Park St., Boston, Mass. 02107

Survey of Reading Achievement
Junior High Level: Grades 7 to 9. Advanced Level: Grades 9 to 12. California Test Bureau, Del Monte Research Park, Monterey, Calif. 93940

Traxler High School Reading Test
Grades 10, 11, and 12. 40 min. Measure the rate of continuous reading of fairly easy material in the field of social science. The second part measures the student's ability to locate main ideas. The Bobbs-Merrill Co., Inc., 4300 W. 62nd St., Indianapolis, Ind. 46206

Traxler Silent Reading Test
Grades 7-10. Measure rate of reading, story comprehension, word meaning, and power of comprehension. The Bobbs-Merrill Co., Inc., 4300 W. 62nd St., Indianapolis, Ind. 46206

Williams Reading Tests for Grades 1 to 9
These tests consist of Test I for Grade 1 and Test II for Grades 2 and 3 which measure word recognition and paragraph comprehension. Tests for Grade 4 to 9 consist of Forms A and B. The Bobbs-Merrill Co., Inc., 4300 W. 62nd St., Indianapolis, Ind. 46206